

LESSON PLAN

Week: 9

Period: 33

Date of teaching: From 30/11 to 3/11/2023

REVIEW 1 - Part 1 (page 28)

A. DESIRED OBJECTIVES

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

1. Core competences

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

2. General competences

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

3. Attributes

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

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary:* review numbers, jobs, food, and drinks.

2. Language:

- Listening: 1, 4 (numbers, jobs)
- Writing: 5 (food and drinks)
- Reading: 3, 4 (jobs, questions with be, possessive case)
- Speaking: 6 (What does he/she like? food and drink)

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

C. RESOURCES AND MATERIALS

- Student book - page 28
- Audio tracks 41, 42
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards from unit starter, 1, 2, 3
- Computer, projector,

D. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim: To motivate students and help students to review the words about numbers, jobs, food, and drinks.</i></p>	
<p>*Game: “Bingo”</p> <ul style="list-style-type: none"> - Give instructions. - Write the words on the board. - Have students make a 4 x 4 grid on a piece of paper. - Demonstrate how to fill in the grid with the words and write them in random order. - Call out the words from the board in any order. Keep a record of the words as you say them, so that you don’t say the same word twice. Have students cross off the words in their grids as they hear them. - The first student to complete a line of four shouts <i>Bingo!</i> - Praise the winner. - Ask students to read all the words aloud. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can remember all 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. - Make a 4 x 4 grid on a piece of paper. - Fill in the grid with the words and write them in random order. - Listen to the words. Cross off the words in their grids as they hear them. - The first student to complete a line of four shouts <i>Bingo!</i> - Read all words aloud.
<p>PRACTICE (10 minutes)</p> <p><i>Aim: To help students listen and identify people in the pictures, read and understand the descriptions.</i></p>	
<p>* Listen and write. Track 41</p> <ul style="list-style-type: none"> - Tell the children that they are going to hear a recording of someone saying numbers and they are going to write the numbers. - Ask them to write the numbers they’ll hear next to the numbers 1 to 6 with their pencils. - Play Track 41, pause it after the first item, and show the example answer. - Play the rest of the recording, pausing it after each number for children to write it down. <p>Answers</p> <ul style="list-style-type: none"> • 1 35 	<ul style="list-style-type: none"> - Look at the activity. - Listen to the first part of the recording. Look at the example. - Listen to the rest of the recording. Write the numbers they’ll hear next to the numbers 1 to 6 with their pencils.

- 2 22
- 3 67
- 4 53
- 5 46
- 6 99

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can listen and give the answers correctly.
- *Task completed:* Students can listen and give the answers.
- *Task uncompleted:* Students are unable to listen and give the answers.

* **Listen and check (✓) the box. Track 42**

- Tell the children that they are going to hear a recording of sentences saying what people do. They will need to listen and choose the picture showing the people described in the sentence.
- Play Track 42, pause it after the first item, and show the example answer.
- Play the rest of the recording, pausing it after each number for children to choose the correct picture and put a check in the box with their pencils.

Answers

1 c 2 a 3 b 4 a

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can listen and identify people in pictures.
- *Task completed:* Students can listen and identify people in pictures.
- *Task uncompleted:* Students are unable to listen and identify people in pictures.

* **Read. Circle the correct answer.**

- Tell the children that they are going to read a paragraph by Uyen about her family and what they do. Explain that they will need to answer questions about Uyen’s family by choosing the correct answers.
- Ask the children to read the paragraph.
- Ask them to read the first question and show the example answer.
- Ask the children to answer the rest of the questions.

- Say aloud the answers.

- Listen and choose the picture showing the people described in the sentence.
- Say aloud the answers.
- Describe pictures in pairs.
- Volunteer to talk in the front.

- Listen to the teacher.

Answers

- 1 Yes, he is.
- 2 No, she doesn't.
- 3 Yes, they are.
- 4 No, they don't

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can complete the task quickly/correctly and volunteer to ask and answer in the front.
- *Task completed:* Students can complete the task.
- *Task uncompleted:* Students are unable to complete the task.

* **Read again and write T (true) or F (false).**

- Ask the children to read Uyen's paragraph about her family again.
- Ask them to read the first sentences, elicit the answer, and show the example.
- Ask the children to read the rest of the sentences and write T or F with their pencils.

Answers

1 T 2 F 3 F 4 T 5 T

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can complete the task individually correctly.
- *Task completed:* Students can complete the task with support from the teacher.
- *Task uncompleted:* Students are unable to complete the task with support from the teacher.

- Read the paragraph silently.
- Read the first question and find the answer from the reading text.
- Read the paragraph silently and answer the rest of the questions.
- Work in pairs to ask and answer the questions.
- Volunteer to ask and answer in the front.

- Read Uyen's paragraph about her family again.
- Read the first sentences and give the answer.
- Read the rest of the sentences and write T or F with their pencils.

PRODUCTION (10 minutes)

Aim: To help students talk about their family.

* **Talk about you and your family.**

- Tell the children that they are going to think about their family, using the information from the reading text.
- Ask the children to talk in groups.

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can talk about their family confidently in the front.
- *Task completed:* Students can talk about their family in groups.

- Think about their family, using the information from the reading text.
- Talk in groups.
- Talk in the front.

- | | |
|--|--|
| <ul style="list-style-type: none">- <i>Task uncompleted:</i> Students are unable to talk about their family in groups. | |
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HOMEWORK (2 minutes)

- Revise the words of units Starter, 1, 2, and 3.
- Do the exercises in Workbook page 28.
- Prepare for the next lesson (Review 1 - Part 2).

LESSON PLAN

Week: 9

Period: 34

Date of teaching: From 30/11 to 3/11/2023

REVIEW 1 - Part 2 (page 29)

A. DESIRED OBJECTIVES

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

1. Core competences

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

2. General competences

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

3. Attributes

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

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary:* review numbers, jobs, food, and drinks.

2. Language:

- Listening: 1, 4 (numbers, jobs)
- Writing: 5 (food and drinks)
- Reading: 3, 4 (jobs, questions with be, possessive case)
- Speaking: 6 (What does he/she like? food and drink)

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

C. RESOURCES AND MATERIALS

- Student book - page 29
- Audio tracks 41, 42
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards from unit starter, 1, 2, 3
- Computer, projector,

D. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim: To motivate students and help students to review the words about numbers, jobs, food, and drinks.</i></p>	
<p>* Game: “Kim’s game”</p> <ul style="list-style-type: none"> - Explain how the game is played. Check comprehension. - Display both sets of cards face up on the board. Give students two minutes to memorize their set. - Divide the class into two groups. Do not allow students to write anything down. - Show the set of cards for 30 seconds. Then cover them again. In their groups, the students try to write down the name of as many words as they can remember. - Have the groups swap their answers and count the number of words they have written with correct spelling. Groups get a point for one correct item. - The group with the most points wins the game. Praise the winner. - Ask students to read all words aloud. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can remember all 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. - Look at the sets of cards face up on the board. Memorize them. - Work in groups. Do not write anything down. - Look at the set of cards for 30 seconds. Try to write down the name of as many words as they can remember. - Swap their answers and count the number of words they have written with correct spelling. Groups get a point for one correct item. - The group with the most points wins the game. Praise the winner. - Read all words aloud.
<p>PRACTICE (20 minutes)</p> <p><i>Aim: To help students write about food and drinks.</i></p>	
<p>* Look and write.</p> <ul style="list-style-type: none"> - Show the pictures and the jumbled words. Tell the children they need to write the names of the food and drink items, and that if they can’t remember the words, they can unscramble the words under each picture. - Show the example and ask the children to write 1 to 6 in their notebooks and the words next to the numbers. <p><u>Answer</u></p> <ul style="list-style-type: none"> • 1 rice • 2 chicken 	<ul style="list-style-type: none"> - Listen to the teacher carefully. - Look at the example and write the answer. - Write 1 to 6 in their notebooks and the words next to the numbers individually. - Work in pairs. Talk about food and drinks.

<ul style="list-style-type: none"> • 3 bubble tea • 4 pizza • 5 fries • 6 noodles <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write and talk about food and drinks fluently and confidently. - <i>Task completed:</i> Students can write and talk about food and drinks in pairs. - <i>Task uncompleted:</i> Students are unable write and talk about food and drinks in pairs. 	
<p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students talk about people’s food and drinks like.</i></p>	
<p>*What does he / she like? Look and say.</p> <ul style="list-style-type: none"> - Show the picture and ask the children what they can see. - Ask them to talk about what each child likes. <p><u>Answer</u></p> <ul style="list-style-type: none"> • He likes noodles and pizza and a bubble tea. • She likes rice and orange juice <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about what each child likes using full sentences. - <i>Task completed:</i> Students can talk about what each child likes. - <i>Task uncompleted:</i> Students are unable to talk about what each child likes. 	<ul style="list-style-type: none"> - Answer what they can see. - Talk about what each child likes.
<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Revise the words of units Starter, 1, 2, and 3. - Do the exercises in Workbook page 29. - Prepare for the next lesson (Fluency time! 1 - Part 1). 	

LESSON PLAN

Week: 9

Period: 35

Date of teaching: From 30/11 to 3/11/2023

FLUENCY TIME! 1

Lesson One - Everyday English (page 30)

A. DESIRED OBJECTIVES

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

1. Core competences

- To learn how to order food and drink in a restaurant.

2. General competences

- *Communication and collaboration:* work in pairs/groups to order food and drink in a restaurant.
- *Problem-solving and creativity:* order food and drink in a restaurant.

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. Language:

- *What would you like? I'd like noodles, please.*
OK, that's forty-five thousand dong, please.

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

C. RESOURCES AND MATERIALS

- Student book - page 30
- Audio tracks 43-44
- Teacher's Guide
- Website *sachso.edu.vn*
- Computer, projector,

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim: To help students remember about known items from Unit 1, 2, 3.</i></p>	

<p>* Warmer</p> <ul style="list-style-type: none"> - Do a <i>Spelling Bee</i> with the class to review words from Units 1 to 3. - Divide the class into two teams and stand them on opposite sides of the classroom. - Say one word at a time to each child, alternating teams. If the child spells the word correctly, he/she goes to the end of the line. If he/she spells the word incorrectly, he/she sits down. The team with the last member standing wins. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can spell all the words correctly. - <i>Task completed:</i> Students can spell the key words correctly. - <i>Task uncompleted:</i> Students are unable to spell the key words correctly. 	<ul style="list-style-type: none"> - Work in two teams and stand on opposite sides of the classroom. - Spell the words.
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PRESENTATION (10 minutes)

Aim: To help students learn how to order food and drink in a restaurant.

<p>* Lead in</p> <ul style="list-style-type: none"> - Tell children they are going to learn how to ask for help with new words in English. Ask if they know how to ask for help, e.g., <i>I don't understand. Sorry, can you say that again? How do you say ... ? What's this in English?</i> <p>* Listen. Read and say. Track 43</p> <ul style="list-style-type: none"> - Focus on the pictures. Ask children to say where the people are (<i>in a kitchen</i>) and what they are doing (<i>reading and writing</i>). - Play Track 43 for children to follow along. - Play the recording again, pausing for children to say the dialogue along with the recording. - Children practice the dialogue in pairs. - Invite children to act out the dialogue for the class. <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. - Say where the people are (<i>in a kitchen</i>) and what they are doing (<i>reading and writing</i>). - Listen to the recording and follow along. - Listen and say the dialogue along with the recording. - Practice the dialogue in pairs. - Act out the dialogue for the class.
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PRACTICE (8 minutes)*Aim: To help students revise known items.****Listen and circle the answer. Track 44**

- Tell the children that they are going to hear a recording of a conversation about homework.
- Ask them to listen and circle the correct answer.

Answer**1 English 2 Mom 3 rice****→Expected outcomes and assessment.**

- *Task completed with excellence:* Students can listen and circle the correct answer quickly and confidently.
- *Task completed:* Students can listen and circle the correct answer with support from the teacher.
- *Task uncompleted:* Students are unable to listen and circle the correct answer with support from the teacher.

- Listen and circle the correct answer.

PRODUCTION (10 minutes)*Aim: To help students make introductions and improve students' speaking skills.****Ask and answer.**

- Ask two children to read out the example dialogue.
- In pairs, children take turns asking and answering about the foods on the menu, and then buying and selling them.

Differentiation

- **Below level:** Encourage the children to practice ordering one thing only first, so that they don't need to add up the price: *What would you like? I would like juice, please. OK, that's twelve thousand dong, please.* Make sure children switch roles for extended practice.
- **At level:** Children complete the activity as suggested.
- **Above level:** Ask the children to draw a picture of one of the food and drink words they know. Then they move around the class, asking and answering questions about each other's picture (*What's this in English? / Chicken.*) and buying and selling it. When they buy/sell an item, they swap drawings and repeat the conversation with another partner.

- Read out the example dialogue.
- Work in pairs to take turns asking and answering about the foods on the menu, and then buying and selling them.

<p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none">- <i>Task completed with excellence:</i> Students can practice the dialogue using different food and drink words they have learnt so far fluently.- <i>Task completed:</i> Students can ask and answer about the foods on the menu.- <i>Task uncompleted:</i> Students are unable to ask and answer about the foods on the menu.	
<p style="text-align: center;">HOMEWORK (2 minutes)</p> <ul style="list-style-type: none">- Learn how to order food and drink in a restaurant.- Prepare for the next lesson (Fluency time! 1 - Lesson 2).	

LESSON PLAN

Week: 9

Period: 36

Date of teaching: From 30/11 to 3/11/2023

FLUENCY TIME! 1

Lesson Two - CLIL: Social Studies (page 31)

A. DESIRED OBJECTIVES

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

1. Core competences

- Learn some useful content and language about jobs.

2. General competences

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

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:* fire truck, ladder, helmet, uniform
- *Extra vocabulary:* firefighter, fire station, big, fast, light, fire, safe

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

C. RESOURCES AND MATERIALS

- Student book - page 31
- Audio tracks 45-46
- Teacher’s Guide
- Website *sachso.edu.vn*
- Job flashcards
- Computer, projector,

D. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim: To motivate students and help students revise job words.</i></p>	

<p>* Warmer</p> <ul style="list-style-type: none"> - Ask children to name all the jobs they know. - Write the words on the board. Say one sentence about each of the jobs on the board, e.g., <i>He works in a school. / She wears a white coat.</i> and ask children to say the correct job. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can name all the job correctly. - <i>Task completed:</i> Students can name the key jobs. - <i>Task uncompleted:</i> Students are unable to name the key jobs. 	<ul style="list-style-type: none"> - Name all the jobs they know. - Say the correct job.
<p>PRESENTATION (10 minutes)</p> <p><i>Aim: To help students learn some useful content and language about jobs.</i></p>	
<p>*Lead-in:</p> <ul style="list-style-type: none"> - Hold up the Jobs flashcards and say the words for children to repeat. - Shuffle all the flashcards and hold them up in a different order for children to say the words. <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, point, and repeat. Track 45</p> <ul style="list-style-type: none"> - Ask children to look at the pictures. Play the first part of the recording for children to listen and point to the pictures. - Play the second part for children to repeat. - Play the whole recording. Children listen, point, and repeat. - Hold up the Jobs flashcards for individual children to say the words. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the words correctly. - <i>Task completed:</i> Students can say the words. - <i>Task uncompleted:</i> Students are unable to say the words. 	<ul style="list-style-type: none"> - Look at the flashcards and say the words. - Listen to the recording. Point to the correct pictures. - Listen and repeat each word after they hear it. - Listen, point, and repeat. - Say the words.

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PRACTICE (8 minutes)

Aim: To help students read the text and learn some useful content and language about jobs.

*** Listen and read. Track 46**

- Play the recording for children to listen and follow the text in their books.
- Play the recording again. Ask comprehension questions, e.g., *What color is Jack’s helmet? What color is the fire truck? Where is the ladder?*
- Ask children to point to the fire truck, the helmet, the ladder, and the uniform in the pictures.

→Expected outcomes and assessment.

- *Task completed with excellence:* Students can read, understand the text and answer the questions correctly.
- *Task completed:* Students can read and understand the text.
- *Task uncompleted:* Students are unable to read and understand the text.

*** Read again and write.**

- Put children into pairs. Explain to children that they are going to work together to complete the sentences with information from the text.
- Write the first sentence on the board. Ask the children to find and point to the sentence in the text about Jack’s uniform. Ask *What word is missing from the sentence?* Write the word to complete the sentence.
- Ask children to write 1 to 4 in their notebooks. The children work together to read the sentences, find the missing information in the text; and write the full sentences in their notebooks.

- Listen to the recording to follow in their books.
- Listen to the recording again. Answer the questions.
- Point to the fire truck, the helmet, the ladder, and the uniform in the pictures.

- Work in pairs.
- Find and point to the sentence in the text about Jack’s uniform.
- Work together to read the sentences, find the missing information in the text; and write the full sentences in their notebooks.

Answer

- 1 Jack’s uniform is brown and yellow.
- 2 His helmet is yellow and red.
- 3 The fire truck is very big and fast.
- 4 A ladder is on the fire truck.

Differentiation

- **Below level:** Divide the class into groups of four or five to work together to complete the sentences. Have each group report back to the


<p>class. Other groups can listen and complete the rest of the activity.</p> <ul style="list-style-type: none"> • At level: Children complete the activity as suggested. • Above level: Children work individually to complete the sentences. Children ask and answer questions in pairs, e.g., <i>What color is Jack's helmet? Yellow and red. What color is the fire truck? Red and white.</i> <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can read, understand the reading text and write the correct missing words. - <i>Task completed:</i> Students can read and understand the reading text with support from the teacher. - <i>Task uncompleted:</i> Students are unable to read and understand the reading text with support from the teacher. <p>* What things does a firefighter need to fight fires? Make a checklist.</p> <ul style="list-style-type: none"> - Ask the class the question and elicit one thing, e.g. <i>a fire truck.</i> - Divide the class into pairs to discuss the question and make a list of what a firefighter needs. - Ask different pairs to read out their lists for the class to check if they have the same or different things on their lists. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can think and report their lists of what a firefighter needs in the front. - <i>Task completed:</i> Students can think and read out their lists of what a firefighter needs. - <i>Task uncompleted:</i> Students are unable to think and read out their lists of what a firefighter needs. 	<ul style="list-style-type: none"> - Say one thing a fire fighter need to fight fire, e.g. <i>a fire truck.</i> - Work in pairs discuss the question and make a list of what a firefighter needs. - Read out their lists for the class to check if they have the same or different things on their lists.
<p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students use color words to complete the sentences.</i></p>	
<p>* Talk about what a fire fighter needs to fight fire.</p> <ul style="list-style-type: none"> - Ask the children to talk about what a fire fighter needs to fight fire in groups and in the front. <p>→Expected outcomes and assessment.</p>	<ul style="list-style-type: none"> - Talk about what a fire fighter needs to fight fire in groups and in the front.

<ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about their lists of what a firefighter needs confidently in the front. - <i>Task completed:</i> Students can talk about their lists of what a firefighter needs in groups. - <i>Task uncompleted:</i> Students are unable to talk about their lists of what a firefighter needs in groups. <p>* Look and color.</p> <ul style="list-style-type: none"> - Children color their smiley faces depending on how well they feel and understand what they have learned in Units 4, 5, and 6, and Fluency Time 2. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can show the teacher they feel excellent and understand what they have learnt in Units 1, 2, 3 and Fluency Time 1. - <i>Task completed:</i> Students can show the teacher they feel good and OK, and understand what they have learnt in Units 1, 2, 3 and Fluency Time 1. - <i>Task uncompleted:</i> Students are unable to show how well they feel and understand what they have learnt in Units 1, 2, 3 and Fluency Time 1. 	<ul style="list-style-type: none"> - Color their smiley faces depending on how well they feel and understand what they have learned in Units 1, 2, 3 and Fluency Time 1.
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HOMEWORK (2 minutes)

- Learn new words by heart.
- Do the exercises in Workbook page 31.
- Prepare for the next lesson (Unit 4 - Lesson 1/Part 1).

Duyệt ngày 28/10/2023
 Tô trường



Huỳnh Thị Yến Trang

LESSON PLAN

Week: 10

Period: 37

Date of teaching: From 06/11 to 10/11/2023

UNIT 4: WE HAVE ENGLISH!

Lesson One - Words (page 32)

A. DESIRED OBJECTIVES

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

1. Core competences

- Identify school subjects.
- Understand a short story.

2. General competences

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

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

- *Core:* art, math, English, P.E., Vietnamese
- *Extra vocabulary:* our, time, wear

2. Skills: Listening, Speaking and Reading.

C. RESOURCES AND MATERIALS

- Student book - page 32
- Audio tracks 47-49
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Story poster 4
- Computer, projector,

* Values

- Share things!

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim: To motivate students and help students to remember the types of fruits.</i></p>	
<p>* Game: "Fruit dance"</p> <ul style="list-style-type: none"> - Draw four circles with different fruits in them on the board. - Assign a different action to each fruit (e.g. apple = jump, banana = spin, etc.). - Have children stand up and do the actions every time you say or touch one of the fruits. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can do the actions correctly in the front. - <i>Task completed:</i> Students can do the actions - <i>Task uncompleted:</i> Students are unable to do the actions 	<ul style="list-style-type: none"> - Listen to the teacher's instructions. - Stand up and do the actions.
<p>PRESENTATION (10 minutes)</p> <p><i>Aim: To help students identify school things.</i></p>	
<p>*Lead-in:</p> <ul style="list-style-type: none"> - Use the school subject flashcards to elicit vocabulary. - Show them one at a time. Ask <i>What's this?</i> Model unknown words. - Hold the flashcards up in a different order and repeat. <p>* Listen and point. Repeat. (Track 47)</p> <ul style="list-style-type: none"> - Ask children to look at the school subject pictures. Play the first part of Track 47. Children point to the pictures. - Play the second part for children to repeat. - Play the whole recording. Children listen and point and then repeat the words. - Hold up the flashcards in random order and ask the class to say the words. - Put the flashcards in different places around the room. Call out one word. Children point to the correct flashcard as fast as possible and then repeat it. - Ask a child to take the role of caller. After a few turns, change to a different child. <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Below level: Review the vocabulary words again. Show the flashcards and ask children to call out the words. Line the flashcards up on the chalk rail and write the words in random order above them. Ask a 	<ul style="list-style-type: none"> - Look at the flashcards. - Answer the question. - Listen and repeat. - Listen to the recording. Point to the correct words. - Repeat each word after you hear it. - Listen, point and repeat. - Look at the flashcards and say the words. - Look at the teacher and point to the correct words.

<p>child to draw a line, matching one word to its flashcard. Repeat for the other words.</p> <ul style="list-style-type: none"> • At level: Play <i>Musical cards</i> (see Games bank) with the new words. • Above level: Play the “at level” game, but when the music stops, children must say and spell the word. <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"> - Take the role of caller.
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PRACTICE (8 minutes)

Aim: To help students remember school things and understand a short story.

<p>*Listen and chant. (Track 48)</p> <ul style="list-style-type: none"> - Play the recording and teach the chant. - Play the recording a second time. Children repeat the words in the pauses in the chant. - Children say the chant as a class, without the recording. - As a class, think of actions for each of the school subjects, e.g., for art, they mime painting a picture; for math, they count on their fingers, etc. - Play the recording for them to say the chant. When they hear their school subject mentioned, they do the action for their subject. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can chant and do the actions fluently in the front. - <i>Task completed:</i> Students can chant and do the actions. - <i>Task uncompleted:</i> Students are unable to chant and do the actions. <p>* Listen and read. (Track 49)</p> <ul style="list-style-type: none"> - Hold up your book to present the story. Talk about each frame with the class. Encourage predictions. - Ask children to look at the story in their books. Play the video or the recording for them to watch or listen to and point to the speech bubbles. - Ask comprehension questions, e.g. <i>Does Tim like P.E.? Do Rosy and Tim take their P.E. bags to school? Does Tim have his P.E. clothes?</i> - Ask children to look at the story again. They find and point to words from Exercise 1. 	<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 you hear the words. - Chant and do the actions in two groups. The rest of the class claps along to the rhythm of the chant. - Listen and make predictions. - Listen to the recording and look at the story. Point to each speech bubble as you hear the text.
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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 to the story, point to the words and answer the questions correctly. - <i>Task completed:</i> Students can listen to the story and point to the words with support from the teacher. - <i>Task uncompleted:</i> Students are unable to listen to the story and point to the words with support from the teacher. 	<ul style="list-style-type: none"> - Answer the questions. - Find and point to the words from Exercises 1 that appear in the story.
<p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students remember school thing vocabulary and improve students' integrated skills.</i></p>	
<p>*Game: "Mysterious bag"</p> <ul style="list-style-type: none"> - Put the things related to the school things 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 school things by touching the things. - Encourage students to say the name of the school things. - The student who names the correct school thing is the winner. - Praise the winner. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can name the most correct school things. - <i>Task completed:</i> Students can name the school things with support from the teacher. - <i>Task uncompleted:</i> Students are unable to name the school things with support from the teacher. 	<ul style="list-style-type: none"> - Say the names of the school things. - Listen to the teacher. - Put your hand in the bag and try to identify the words by touching the school things. - Say the name of the school things. - The student who names the correct school thing is the winner.
<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Learn new words by heart. - Do the exercises in Workbook page 32. - Prepare for the next lesson (Unit 4 - Lesson 2/ Part 1). 	

LESSON PLAN

Week: 10

Period: 38

Date of teaching: From 06/11 to 10/11/2023

UNIT 4: WE HAVE ENGLISH!

Lesson Two – Grammar – Period 1 (page 33)

A. DESIRED OBJECTIVES

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

1. Core competences

- Ask questions about what subjects you have on different days of the week.
- Act out the story.

2. General competences

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

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. Patterns:

- What do we have on Mondays? We have English.

2. Skills: Listening, Speaking and Writing.

C. RESOURCES AND MATERIALS

- Student book - page 33
- Audio tracks 37, 49-50
- Teacher’s Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

D. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim: To motivate students and help students to remember school things.</i></p>	

<p>* Chant – Page 25</p> <p>* Game: “What’s missing?”</p> <ul style="list-style-type: none"> - Display the flashcards from the vocabulary set on the board. - Point to each one, one at a time, for children to say the words. Give the class a few seconds to look at them all. - Ask children to close their eyes and put their heads down. - Remove a card and rearrange the others. Ask <i>What’s missing?</i> - Repeat the activity to review all the vocabulary. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify school things correctly and confidently. - <i>Task completed:</i> Students can identify school things. - <i>Task uncompleted:</i> Students are unable to identify school things. 	<ul style="list-style-type: none"> - Chant along with actions. - Listen and say the words. - Close their eyes and put their heads down. - Answer the question.
<p>PRESENTATION (10 minutes)</p> <p><i>Aim: To help students act out the story and ask questions about what subjects you have on different days of the week.</i></p>	
<p>*Lead-in:</p> <ul style="list-style-type: none"> - Ask children what happened in the story in the previous lesson. Hold up your book briefly on page 32 to encourage ideas. Then close your book and ask which subjects were mentioned in the story. <p>*Listen to the story again. (Track 49)</p> <ul style="list-style-type: none"> - Children look at the story on page 32. Play Track 49, pausing for children to repeat. - As a class, choose actions for the story (see ideas below). - Play the recording again. Children mime the actions. - Divide the class into groups to play the characters and practice acting out the story. <p><u>Story actions</u></p> <ul style="list-style-type: none"> ● Picture 1: Rosy points to the schedule on the wall. ● Picture 2: Tim punches the air with excitement. ● Picture 3: Grandma gives Rosy and Tim their P.E. bags as they leave to catch the bus. ● Picture 4: The P.E. teacher holds up a soccer ball. Tim looks for his clothes in his bag. 	<ul style="list-style-type: none"> - Answer the questions. - Answer which subjects appeared in the story. Write their answers on the board. - Listen to the recording and repeat. - Look at the different actions that the characters do in the story. - Listen to the recording again and mime the actions. - Practice acting out the story in groups. - Come to the front to act for the class.

<ul style="list-style-type: none"> • Picture 5: Tim holds up the bag and frowns. • Picture 6: Two boys give Tim their shorts and T-shirts. Tim asks the teacher permission to wear their clothes, and he grants it. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can act out the story in the front confidently and fluently. - <i>Task completed:</i> Students can act out the story in groups. - <i>Task uncompleted:</i> Students are unable to act out the story in groups. <p>* Listen and say. (Track 50)</p> <ul style="list-style-type: none"> - Ask children to look at the pictures in the <i>Let’s learn!</i> box. - Ask <i>What can you see?</i> - Play the recording, pausing after each sentence and question “<i>What do we have on Mondays? We have English on Mondays.</i>” Children point to the picture and repeat. - Write the sentences and questions on the board. Play the recording again, miming the actions in the pictures to reinforce meaning. Children repeat. - Erase the last word in each sentence. Children suggest other words, e.g., <i>What do we have on Tuesdays?</i> Say the sentences for children to repeat. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sentence pattern correctly and fluently. - <i>Task completed:</i> Students can say the sentence pattern. - <i>Task uncompleted:</i> Students are unable to say the sentence pattern. 	<ul style="list-style-type: none"> - Look at the pictures and observe the sentences on the board. - Answer the question. - Listen to the recording. Repeat each line. - Follow the teacher carefully. - Repeat the questions and answer them.
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PRACTICE (8 minutes)

Aim: To help students ask and answer the questions about what subjects you have on different days of the week.

<p>* Look and say.</p>	<ul style="list-style-type: none"> - Look at the schedule and read the days of the week and the school subjects out
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<ul style="list-style-type: none"> - Ask the class to look at the schedule and read the days of the week and the school subjects out loud. - Focus on the speech bubbles. Ask a child to stand up. Ask the question for him/her to answer. - In pairs, children ask and answer questions about the other subjects in the schedule. <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Below level: Copy the schedule onto the board but switch the subjects. Ask the question in the first speech bubble. Then say an answer and elicit the question from the children. Put children in pairs to practice on their own. • At level: Children complete the activity as suggested. • Above level: Ask children to write out their schedule. They may include sports or after-school activities. Switch pairs for children to ask and answer again. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can complete the task and describe the schedule fluently in the front. - <i>Task completed:</i> Students can complete the task and describe the schedule in pairs. - <i>Task uncompleted:</i> Students are unable to complete the task and describe the schedule in pairs. 	<p>loud.</p> <ul style="list-style-type: none"> - Answer the question. - Work in pairs to ask and answer questions about the other subjects in the schedule.
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PRODUCTION (10 minutes)

Aim: To help students describe what subjects you have on different days of the week.

<p>* Let's talk.</p> <ul style="list-style-type: none"> - Focus on the picture and speech bubble. Ask a child to read <i>We can play soccer in P.E. today.</i> - In pairs, children take turns saying the sentence using other vocabulary from the lesson. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about their schedule fluently in the front. - <i>Task completed:</i> Students can talk about their schedule in pairs. - <i>Task uncompleted:</i> Students are unable to talk about their schedule in pairs. 	<ul style="list-style-type: none"> - Look at the picture and speech bubble. - Work in pairs to take turns saying the sentence using other vocabulary from the lesson. <p><i>(Students can use their own schedule.)</i></p>
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HOMEWORK (2 minutes)

- Learn the patterns by heart.

- Do the exercises in Workbook page 33.
- Prepare for the next lesson (Unit 4 - Lesson 2 – Period 2).

LESSON PLAN

Week: 10

Period: 39

Date of teaching: From 06/11 to 10/11/2023

UNIT 4: WE HAVE ENGLISH!

Lesson Two – Grammar – Period 2 (page 33)

A. DESIRED OBJECTIVES

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

1. Core competences

- Ask for and give permission, using **can**.

2. General competences

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

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. Patterns:

- Can we take these bags? Yes/ No, ...

2. Skills: Listening, Speaking and Writing.

C. RESOURCES AND MATERIALS

- Student book - page 33
- Audio tracks 37, 49-50
- Teacher’s Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

D. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim: To motivate students and help students ask questions about what subjects they have on different days of the week.</i></p>	

<p>* Game: “Interview”</p> <ul style="list-style-type: none"> - Display the flashcards from the vocabulary set on the board. - Point to each one, one at a time, for children to say the words. Give the class a few seconds to look at them all. - Ask children to listen to music, move around with their schedule, ask questions about what subjects they have on different days of the week. - Stop music, ask students to sit down immediately. - Repeat the activity for more practice. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can exchange questions and answers fluently in the front. - <i>Task completed:</i> Students can ask questions about what subjects they have on different days of the week - <i>Task uncompleted:</i> Students are unable to ask questions about what subjects they have on different days of the week 	<ul style="list-style-type: none"> - Look and say the words. - Listen to music, move around with their schedule, ask questions about what subjects they have on different days of the week. - Sit down immediately when the music stops. - The two students without chairs will exchange questions and answers in the front.
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PRESENTATION (10 minutes)
*Aim: To help students ask for and give permission, using **can**.*

<p>*Lead-in:</p> <ul style="list-style-type: none"> - Ask children what happened in the story in the previous lesson. Hold up your book briefly on page 32 to encourage ideas. Then close your book and ask about things that were mentioned in the story. <p>* Listen and say. (Track 50)</p> <ul style="list-style-type: none"> - Ask children to look at the pictures in the <i>Let’s learn!</i> box. - Ask <i>What can you see?</i> - Play the recording, pausing after each sentence and question “<i>Can we take these bags? Yes, you can. / No, you can’t.</i>” Children point to the picture and repeat. - Write the sentences and questions on the board. Play the recording again, miming the actions in the pictures to reinforce meaning. Children repeat. - Erase the last word in each sentence. Children suggest other words, e.g., <i>Can we take these bags?</i> Say the sentences for children to repeat. <p>→ Expected outcomes and assessment.</p>	<ul style="list-style-type: none"> - Answer the questions. - Answer things that appeared in the story. Write their answers on the board. - Look at the pictures and observe the sentences on the board. - Answer the question. - Listen to the recording. Repeat each line. - Follow the teacher carefully. - Repeat the questions and answer them.
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<ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sentence pattern correctly and fluently. - <i>Task completed:</i> Students can say the sentence pattern. - <i>Task uncompleted:</i> Students are unable to say the sentence pattern. 	
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PRACTICE (8 minutes)
*Aim: To help students ask for and give permission, using **can**.*

<p>* Look and write.</p> <ul style="list-style-type: none"> - Ask children to look at the pictures, the words, and the checks and crosses. - Show the first picture, the words, and the check. Ask <i>Yes or no? (Yes)</i>. Show the example and ask two children to read the dialogue out loud. - Ask the children to write 1 to 4 in their notebooks and write the questions and answers. <p>Answers</p> <p>1 Can we draw pictures, please? Yes, you can.</p> <p>2 Can we sing a song now? No, you can't.</p> <p>3 Can I play soccer? Yes, you can.</p> <p>4 Can I take photos, please? No, you can't.</p> <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can complete the task and exchange questions and answer fluently in the front. - <i>Task completed:</i> Students can complete the task and exchange questions and answer in pairs. - <i>Task uncompleted:</i> Students are unable to complete the task and exchange questions and answer in pairs. 	<ul style="list-style-type: none"> - Look at the pictures and listen to the teacher carefully. - Answer the question. - Read the dialogue out loud. - Write 1 to 4 in their notebooks and write the questions and answers. - Pairs come up to ask and answer the questions in the front.
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PRODUCTION (10 minutes)
*Aim: To help students ask for and give permission, using **can**.*

<p>* Passing the ball</p> <ul style="list-style-type: none"> - Ask children to listen to music, pass the two balls (yellow and red) to each other. - Stop music, ask students with the two balls to ask for and give permission. - Repeat the activity for more practice. <p>→ Expected outcomes and assessment.</p>	<ul style="list-style-type: none"> - Listen to the teacher's instructions carefully. - Pass the two balls while listening to music. - The two students with the two balls will ask for and give permissions when the music stops.
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| <ul style="list-style-type: none">- <i>Task completed with excellence:</i> Students can ask for and give permission fluently and confidently.- <i>Task completed:</i> Students can ask for and give permission with support from the teacher.- <i>Task uncompleted:</i> Students are unable to ask for and give permission with support from the teacher. | |
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HOMEWORK (2 minutes)

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| <ul style="list-style-type: none">- Learn the patterns by heart.- Do the exercises in Workbook page 33.- Prepare for the next lesson (Unit 4 - Lesson 3). |
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LESSON PLAN

Week: 10

Period: 40

Date of teaching: From 06/11 to 10/11/2023

UNIT 4: WE HAVE ENGLISH!

Lesson Three - Song (page 34)

A. DESIRED OBJECTIVES

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

1. Core competences

- Identify rooms and areas in a school.
- Use these words in the context of a song.

2. General competences

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

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

- *Core:* schoolyear, art room, computer room
- *Extra vocabulary:* start

2. Skills: Listening and Speaking.

C. RESOURCES AND MATERIALS

- Student book - page 34
- Audio tracks 51-52
- Teacher’s Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
WARM-UP/REVIEW (5 minutes)	

Aim: To motivate students and help students to revise different subject words.

***Game: “Jump”**

- Give each child a word card with a school subject on it.
- Ask them to stand behind their desks. Say a word at random. If it is the same as the word on their card, they should jump. If it isn't, they should stay still.

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can identify different subject words correctly and fluently.
- *Task completed:* Students can identify different subject words.
- *Task uncompleted:* Students are unable to identify different subject words.

- Get a word card from the teacher.
- Follow the teacher's instructions.

PRESENTATION (10 minutes)

Aim: To help students identify rooms and areas in a school.

*** Lead-in:**

- Talk about school subjects with the class to set up the context. Ask *What do you have today? Art / Math / P.E.?* Introduce the new vocabulary using the Places at school flashcards.
- Hold up the cards one at a time. Say the words for children to repeat.
- Show the cards in a different order. Children repeat.

*** Listen, point and repeat (Track 51)**

- Ask children to look at the pictures in their books. Play the first part of the recording. Children point to the pictures and say the words.
- Play the second part for children to repeat.
- Play the whole recording. Children listen and repeat.
- Hold up the Places at school flashcards one at a time for individual children to say the words.
- If you have all of these in your school, ask children *Where do you have P.E. / art / computer lessons?*

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can listen and repeat the words correctly.
- *Task completed:* Students can listen and repeat the words.

- Listen and answer the questions.
- Listen and repeat after the teacher.
- Look at the cards and say the words.
- Look at the pictures.
- Listen to the recording. Point to the pictures and say the words.
- Listen to the recording and repeat.
- Look at the flashcards. Say the words.
- Answer the questions.

- *Task uncompleted:* Students are unable to listen and repeat the words.

PRACTICE (8 minutes)

Aim: To help students use different room words in the context of a song.

*** Listen and sing. (Track 52)**

- Point to the pictures. Children tell you what they see.
- Play the whole song for children to listen. Then play it again as they follow the words in their books.
- Read each line of the song line-by-line for children to repeat after you.
- Play the recording for children to sing along.
- Divide the class into four groups and assign each group a word: *art room, schoolyard, computer room,* and *school.*
- Play the song. Each time children hear their word; they quickly stand up and sit down.

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can sing the song fluently in the front.
- *Task completed:* Students can sing along the song chorally.
- *Task uncompleted:* Students are unable to sing along the song chorally.

*** Sing and do.**

- Ask children to look at the pictures. Decide together on actions for each verse of the song (see below).
- Play the recording. Children sing and do the actions.
- Play the song again.

Song actions

- *What do we have on Mondays?* – show 1 with your finger to mean the first day of the week.
- *We have art.* – draw in the air.
- *We go to the art room.* – walk on the spot
- *Time for class to start!* – point at your (imaginary) wristwatch or clock if you have one in the classroom.
- *What do we have on Tuesdays?* – show 2 with your fingers to mean the second day of the week.
- *We have math.* – mime counting on your fingers.
- *We go to the classroom.* – walk on the spot.
- *Let's start the class!* – point at wristwatch or clock.

- Look at the pictures for the song. Answer the questions.
- Listen to the recording and follow the words when they hear them.
- Listen and repeat after the teacher.
- Listen to the recording again and sing along and follow the words in their books.
- Work in groups. Each time they hear their word; quickly stand up and sit down.

- Look at the pictures and think about the actions.
- Practice the actions with the teacher while singing the song.
- Listen to the song and do their actions.
- Sing and do the actions in front of the class.

<ul style="list-style-type: none"> • <i>What do we have on Thursdays?</i> – show 4 with your fingers to mean the fourth day of the week. • <i>We have English. Wow!</i> – mime reading a book. • <i>We go to the computer room.</i> – walk on the spot. • <i>I'd like to go there now!</i> – point at wristwatch or clock. • <i>What do we have on Fridays?</i> – show 5 with your fingers to mean the fifth day of the week. • <i>Oh yes! We have P.E.</i> – hop on the spot. • <i>We go to the schoolyard.</i> – mime rope skipping. • <i>It's fun for you and me!</i> – children high-five each other. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song with actions in the front. - <i>Task completed:</i> Students can sing the song with actions in groups. - <i>Task uncompleted:</i> Students are unable to sing the song with actions in groups. 	
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PRODUCTION (10 minutes)
Aim: To help students use different room words.

<p>* Game: “New version for the song”</p> <ul style="list-style-type: none"> - Show the song with blanks. - Ask the students to think of new words and use them to fill in the blanks. - Put the students into small groups of four or five and ask them to do the task. - Ask students to practice singing and doing the actions in groups. - 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 write the new version for the song creatively. - <i>Task completed:</i> Students can fill in the blanks to create the new version for the song. - <i>Task uncompleted:</i> Students are unable to fill in the blanks to create the new version for the song. 	<ul style="list-style-type: none"> - Look at the song with blanks. - Think about the blanks. - Work in groups to do the task. - Practice singing and doing the actions in groups. - Sing and do in the front.
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HOMEWORK (2 minutes)

- Revise the words and the patterns.

- Do the exercises in Workbook page 34.
- Prepare for the next lesson (Unit 4 - Lesson 4).

Duyệt ngày 01/11/2023

Tổ trưởng



Huỳnh Thị Yến Trang

LESSON PLANWeek: 11Period: 41Date of teaching: From 13/11 to 17/11/2023**UNIT 4: WE HAVE ENGLISH!****Lesson Four - Phonics (page 35)****A. DESIRED OBJECTIVES**

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

1. Core competences

- To recognize and learn the name of the letters *t*, *u*, and *v*, and associate them with their corresponding sounds.
- To pronounce the sounds /t/, /ʌ/, and /v/ on their own and as part of words.

2. General competences

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

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**

- *Core*: tiger, umbrella, van
- *Extra*: tall, vet, under, twenty

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

- Student book - page 35
- Audio tracks 52, 53-55
- Teacher's Guide
- Website *sachso.edu.vn*
- Phonics cards
- Computer, projector,

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
WARM-UP/REVIEW (5 minutes)	

Aim: To motivate students and help students to remember the different sounds and letters they learnt from the previous lessons.

*** Song “At our school” – Page 34**

- Play the song *At our school* from page 34 and ask students to sing along with actions.

*** Game: “I know, I know, I know”**

- Divide the class into four teams.
- Use a variety of flashcards from previous lessons.
- Show the class a flashcard very quickly. The first team to shout *I know, I know, I know* and tell you the correct word gets one point.

- Listen, sing along and do the actions.
- Work in groups.
- Look at the flashcards and shout *I know, I know, I know* and tell the teacher the correct word to get one point.

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can say all the sounds they learnt from the previous phonics lesson correctly.
- *Task completed:* Students can remember the sounds they learnt from the previous phonics lesson.
- *Task uncompleted:* Students are unable to remember the sounds they learnt from the previous phonics lesson.

PRESENTATION (10 minutes)

Aim: To help recognize and learn the name of the letters *t, u, and v*, and associate them with their corresponding sounds.

*** Lead-in:**

- Ask children if they can remember the sounds from the previous phonics lesson (/kw/, /r/, and /s/). Say the words *queen, rabbit, and sofa* to help them remember.
- Teach the sounds and letters in this lesson, using phonics cards. Hold up the first card and say the letter name, sound, and then the word, for children to repeat.
- Repeat with the other phonics cards.
- Hold up each card. Say the words for children to repeat.

- Listen and try to remember the sounds from the previous phonics lesson (/kw/, /r/, and /s/).
- Look at the cards, listen and repeat.

*** Listen, point, and repeat. Track 53**

- Show the pictures in the book and tell the children they are going to hear a recording of the different sounds.
- Play the first part of the recording for children to point to the pictures.

<ul style="list-style-type: none"> - Play the second part of the recording for children to repeat the sounds and words. - Play the whole recording. Children point and then repeat. - Hold up each phonics card in turn, showing only the picture. Ask the class for the sound and the word. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen, point and repeat the words confidently. - <i>Task completed:</i> Students can listen, point and repeat the words chorally. - <i>Task uncompleted:</i> Students are unable to listen, point and repeat the words chorally. 	<ul style="list-style-type: none"> - Listen and point to the pictures. - Listen and repeat the sounds and words. - Look at the pictures and say the sound and word.
<p>PRACTICE (8 minutes)</p> <p><i>Aim: To help students pronounce the sounds /t/, /u/, and /v/ on their own and as part of words.</i></p>	
<p>* Listen and chant. (Track 54)</p> <ul style="list-style-type: none"> - Ask children to look at the picture. Ask <i>What can you see?</i> - Play the recording for children to listen. Say the chant line-by-line. Ask children to repeat after you. - Play the chant again, pausing after each line for children to repeat. - Ask students to chant along with actions in groups and in the front. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen to the chant and chant with actions confidently. - <i>Task completed:</i> Students can listen to the chant, chant along the recording. - <i>Task uncompleted:</i> Students are unable to listen to the chant, chant along the recording. <p>* Read the chant again. Say the words with t, u, and v. Write.</p> <ul style="list-style-type: none"> - Focus on the chant. Write the first line on the board. Ask children to find an example of the letters. 	<ul style="list-style-type: none"> - Look at the picture and listen to the question. - Listen to the chant. - Listen again and repeat. - Chant along with actions in groups and in the front. - Find an example of the letters. - Read the chant silently and only say the words with t, u, and v out loud.

- Children read the chant silently and only say the words with *t*, *u*, and *v* out loud.
- Children write the *t*, *u*, and *v* words in their notebooks.

Answers

tiger van visit tall vet under umbrella

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can chant with actions and find out the *t*, *u*, and *v* words correctly and fluently.
- *Task completed:* Students can chant with actions and find out the *t*, *u*, and *v* words.

Task uncompleted: Students are unable to chant with actions and find out the *t*, *u*, and *v* words.

*** Listen and complete the words. (Track 55)**

- Children look at the first picture. Play the recording. Ask *What's the word? (tiger)*. Ask *What letter makes the first sound in that word?* Draw attention to the example answer *t*.
- Play the rest of the recording for children to write the missing letters.
- Ask children to say the missing sounds, then the words.

Answers

1 t 2 u 3 v 4 t 5 t, t

Differentiation

- **Below level:** Drill the sounds *t*, *u*, and *v*. Ask children to point to each picture and say the word. Say the sounds /t/, /u/, and /v/ one at a time. Ask children to raise their hand when they hear the correct one. Then children do the exercise independently.
- **At level:** Children complete the activity as suggested.
- **Above level:** After children have completed the activity, ask them to draw three more pictures of words beginning with *t*, *u*, or *v*. If time permits, they can share their words and drawings with the class.

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can complete the task as suggested confidently and then share their new words to their friends.

- Write the *t*, *u*, and *v* words in their notebooks.

- Listen to the recording and answer the questions.
- Listen and write the missing letters.
- Share your answers with your partner. Say the missing sounds, then the words.
- Peer-check with friends and the teacher.

<ul style="list-style-type: none"> - <i>Task completed:</i> Students can complete the task as suggested with support from the teacher. - <i>Task uncompleted:</i> Students are unable to complete the task as suggested with support from the teacher. 	
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PRODUCTION (10 minutes)
Aim: To help students listen, identify the letters t, u, and v and talk about 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>The tiger is tall!</i> - In pairs, children take turns saying sentences using other vocabulary from the page. <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 with support from the teacher. - <i>Task uncompleted:</i> Students are unable to say the sentences with support from the teacher. 	<ul style="list-style-type: none"> - Look at the picture and read the speech bubble. - Look at the teacher’s demonstration carefully. - In pairs, take turns saying sentences using other vocabulary from the page. - Raise hands to come up to the board for choosing different combinations of the flashcards, then the class will say the sentence chorally.
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HOMEWORK (2 minutes)

- Revise the words and the patterns.
- Do the exercises in Workbook page 35.
- Prepare for the next lesson (Unit 4 - Lesson 5).

LESSON PLAN

Week: 11

Period: 42

Date of teaching: From 13/11 to 17/11/2023

UNIT 4: WE HAVE ENGLISH!

Lesson Five - Skills Time! (page 36)

A. DESIRED OBJECTIVES

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

1. Core competences

- Read and understand a web page.
- Find specific details in a text.

2. General competences

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

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. Language

- *Recycled:* vocabulary and structures seen previously
- *Extra vocabulary:* practice

2. Skills: Listening, Speaking and Reading.

C. RESOURCES AND MATERIALS

- Student book - page 36
- Audio tracks 56
- Teacher’s Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

D. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
WARM-UP/REVIEW (5 minutes)	

Aim: To motivate students and help students to review names, family members, jobs words.

***Game: “Musical Cards”**

- Play lively music. Hand the schoolroom flashcards, and any other words you would like to review, to different children around the class.
- Ask them to pass them to each other until the music stops.
- Stop the music suddenly and ask each child holding a card to tell you what the picture is.

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can say all the words correctly and fluently.
- *Task completed:* Students can say the words.
- *Task uncompleted:* Students are unable to say the words.

- Listen to the teacher’s instructions and look at the flashcards/word cards.
- Pass the cards to each other until the music stops.
- When the music stops, the student who is holding a card will tell the teacher what the picture is.

PRESENTATION (10 minutes)

Aim: To help students read and understand a web page.

*** Lead-in:**

- Talk about computers with your class. Ask *Do you like computers? Do you have computer lessons at school?*
- Focus on the picture. Encourage children to make predictions about the reading, e.g., *It’s about computer lessons in school.* Explain that they are going to read a web page that some children have written about the computer room at a school.

*** Look at the picture. What school subjects can you see?**

- Ask children to look at the picture again and name the different subjects that children are studying in the computer room.
- In pairs, children take turns pointing to a child and saying which subjects they are studying.

Answers

English, math, art, Vietnamese

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can say the subjects correctly and confidently.
- *Task completed:* Students can say the subjects.
- *Task uncompleted:* Students are unable to say the subjects.

- Look at the pictures and answer the question from the teacher.
- Try to predict what the text is about.
- Look at the pictures and listen to the teacher. Name the different subjects that students are studying in the computer room.
- Work in pairs to take turns pointing to a friend and saying which subjects they are studying.

<ul style="list-style-type: none"> • Below level: Ask children to talk about the answers in pairs. Then children complete the activity. • At level: Children complete the activity as suggested. • Above level: Children write the answers as an email to their new classmate. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can complete the task individually. - <i>Task completed:</i> Students can complete the task in pairs/groups. - <i>Task uncompleted:</i> Students are unable to complete the task with support from the teacher. 	
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PRODUCTION (10 minutes)
Aim: To help students think and talk about their favorite room in their school.

<p>* What’s your favorite room in your school? Why?</p> <ul style="list-style-type: none"> - Ask individuals the questions. - Demonstrate how to talk about the topic questions. - Encourage children to ask other children. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can think and talk about their favorite room in their school confidently in the front. - <i>Task completed:</i> Students can think and talk about their favorite room in their school in pairs. - <i>Task uncompleted:</i> Students are unable to think and talk about their favorite room in their school in pairs. 	<ul style="list-style-type: none"> - Work individually to think about the topic questions. - Listen to the teacher’s demo. - Work in pairs to ask and answer the questions. - Talk in front of the class.
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HOMEWORK (2 minutes)

- Revise the words and the patterns.
- Do the exercises in Workbook page 36.
- Prepare for the next lesson (Unit 4 - Lesson 6/Part 1).

LESSON PLAN

Week: 11

Period: 43

Date of teaching: From 13/11 to 17/11/2023

UNIT 4: WE HAVE ENGLISH!

Lesson Six - Skills Time! – Period 1 (page 37)

A. DESIRED OBJECTIVES

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

1. Core competences

Listening

- Identify places at school from their descriptions.
- Listen for specific information.

Speaking

- Ask and answer questions about different places in a school.

2. General competences

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

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:* vocabulary seen previously.

2. Patterns: patterns seen previously.

3. Skills: Listening and Speaking

C. RESOURCES AND MATERIALS

- Student book - page 37
- Audio tracks 57
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

E. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim: To motivate students and help students to remember different place words.</i></p>	
<p>*Game: “Bingo”</p> <ul style="list-style-type: none"> - Ask the children to draw a three-by-three grid. In each of the squares, they write a different word from the vocabulary they have studied in the unit. - Call out words from the vocabulary in any order. Keep a record of the words as you say them, so that you don’t say the same word twice. The children cross off the words in their grids as they hear them. The first child to complete a line of three, shouts <i>Bingo!</i> <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify different place words correctly and fluently. - <i>Task completed:</i> Students can identify different place words. - <i>Task uncompleted:</i> Students are unable to identify different place words. 	<ul style="list-style-type: none"> - Follow the teacher’s instructions. - Listen and cross off the words in their grids as they hear them. - The first child to complete a line of three, shouts <i>Bingo!</i>
<p>PRACTICE (20 minutes)</p> <p><i>Aim: To help students identify places at school from their descriptions.</i></p>	
<p>* Lead-in:</p> <ul style="list-style-type: none"> - Ask children what they can remember about the web page from the previous lesson. Ask <i>What’s the room in the picture? How many computers are there in the room?</i> - Allow children to check the web page on page 36 of their books to see how much they remembered correctly. <p>* Listen and write the numbers. Track 57</p> <ul style="list-style-type: none"> - Tell children that they are going to hear a girl talking about the places in her school. They have to listen and write the number when they hear the word mentioned. - Play the whole recording. Children listen and point to the places as they hear them described. - Play the recording a second time, stopping after each item for children to write the number onto the corresponding picture. 	<ul style="list-style-type: none"> - Answer the questions. - Look at the pictures in Exercise 1 – page 36 and answer the questions. - Listen and write the number when they hear the word mentioned. - Listen to the recording to point to the places as they hear them described.

<ul style="list-style-type: none">- <i>Task completed:</i> Students can talk about their week in pairs.- <i>Task uncompleted:</i> Students are unable to talk about their week in pairs.	
<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none">- Revise the words and the patterns.- Do the exercises in Workbook page 37.- Prepare for the next lesson (Unit 4 - Lesson 6/Part 2).	

LESSON PLAN

Week: 11

Period: 44

Date of teaching: From 13/11 to 17/11/2023

UNIT 4: WE HAVE ENGLISH!

Lesson Six - Skills Time! – Period 2 (page 37)

A. DESIRED OBJECTIVES

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

1. Core competences

Speaking

- Ask and answer questions about different places in a school.

Writing

- Write a description of a school room.

2. General competences

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

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. Language

- *Recycled:* vocabulary and patterns seen previously.
- *Extra:* break time, learn

2. Skills: Listening, Speaking and Writing.

C. RESOURCES AND MATERIALS


- Student book - page 37
- Audio tracks 57
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

F. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
<p>WARM-UP/REVIEW (10 minutes)</p> <p><i>Aim: To motivate students and help students to talk about their week.</i></p>	
<p>* Talk about your week.</p> <ul style="list-style-type: none"> - Read aloud the example speech bubble and elicit sentences from the children. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about their week fluently in the front. - <i>Task completed:</i> Students can talk about their week in pairs. - <i>Task uncompleted:</i> Students are unable to talk about their week in pairs. 	<ul style="list-style-type: none"> - Listen and follow the teacher’s instructions. - Talk to the partner. - Volunteer to talk in the front.
<p>PRACTICE (20 minutes)</p> <p><i>Aim: To help students write a description of a school room.</i></p>	
<p>* Write about your favorite room in your school. Look at the example to help you.</p> <ul style="list-style-type: none"> - Focus on the example form. Ask the children to read it, and elicit what type of information can be included in a description like this (<i>name of the room, what activities they do in that room, what’s in the room, when students go there</i>). - Help with any other ideas about additional information that they may want to include. - Ask the children to copy the form in their notebooks and to fill it out so that it’s true for them. - When they have finished, they should compare their form with a partner’s. <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Below level: Brainstorm options for each heading and write the children’s ideas on the board. Put children with the same favorite school room into pairs to write their description together. • At level: Children complete the activity as suggested. • Above level: Ask children to write one more additional piece of information about the room. They could write about the colors of the walls, posters, number of windows or anything else they have the language to express. 	<ul style="list-style-type: none"> - Listen, read the example and answer the questions. - Copy the form in their notebooks and fill it out so that it’s true for them. - Compare their form with a partner’s. - Talk about their favorite room in groups and in the front.

<p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write creatively and talk about their favorite room in their school fluently in the front. - <i>Task completed:</i> Students can write and talk about their favorite room in their school in pairs. - <i>Task uncompleted:</i> Students are unable to write and talk about their favorite room in their school in pairs. 	
<p>PRODUCTION (5 minutes)</p> <p><i>Aim: To help students ask and answer questions about different places in a school.</i></p>	
<p>* Game: “Pictionary”</p> <ul style="list-style-type: none"> - Ask children to use their favorite school room writing. - Ask them to work in pairs and read their descriptions to each other and draw pictures based on the information from the descriptions. <p>→ Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can share their work confidently in the front. - <i>Task completed:</i> Students can listen for specific information and draw a picture. - <i>Task uncompleted:</i> Students are unable to listen for specific information and draw a picture. 	<ul style="list-style-type: none"> - Use their favorite school room writing. - Work in pairs and read their descriptions to each other and draw pictures based on the information from the descriptions. - Then, compare the picture with the description and talk about them.
<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 37. - Prepare for the next lesson (Unit 5 - Lesson 1). 	

Duyệt ngày 01/11/2023
 Tổ trưởng



Huỳnh Thị Yến Trang

LESSON PLAN

Week: 12

Period: 45

Date of teaching: From 20/11 to 24/11/2023

UNIT 5: WE'RE HAVING FUN AT THE BEACH!

Lesson One - Words (page 38)

A. DESIRED OBJECTIVES

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

1. Core competences

- Identify different beach activities.
- Understand a short story.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about beach activities.
- *Problem-solving and creativity:* find out their favorite beach activities.

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

- *Core:* read, surf, play with a ball, go on a boat, snorkel, collect shells.
- *Extra vocabulary:* water, stand on his hands, fall, swim.

2. Skills: Listening, Speaking and Reading.

C. RESOURCES AND MATERIALS

- Student book - page 38
- Audio tracks 58-60
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Story poster 5
- Computer, projector,

* Values

- Be safe at the beach!

G. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim: To motivate students and help students to remember things from the previous lessons.</i></p>	
<p>* Warmer</p> <ul style="list-style-type: none"> - Hold up your book to review the story on page 32. Ask <i>Can Tim play soccer in the end?</i> <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can answer the questions fluently using long sentences. - <i>Task completed:</i> Students can answer the questions with support from the teacher. - <i>Task uncompleted:</i> Students are answer the questions correctly with support from the teacher. 	<ul style="list-style-type: none"> - Look at the page and answer the questions.
<p>PRESENTATION (10 minutes)</p> <p><i>Aim: To help students identify beach activities.</i></p>	
<p>*Lead-in:</p> <ul style="list-style-type: none"> - Tell the children they are going to learn the names of some beach activities. - Hold up the Beach activities flashcards one at a time to elicit the vocabulary for this lesson. Model any unknown words. - Say all the words again for children to repeat. - Hold the flashcards up in a different order and repeat. <p>* Listen and point. Repeat. (Track 58)</p> <ul style="list-style-type: none"> - Ask children to open their books and look at the pictures of the beach activities. Ask <i>Do you like doing these things? Do you like going to the beach? What do you do at the beach?</i> Play the first part of Track 58 for children to listen and point to the appropriate picture. - Play the second part of the recording for children to repeat. - Play the whole recording for children to listen and point, and then repeat the words in chorus. <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"> - Look at the flashcards and say the words. - Listen and repeat. - Listen and point to the appropriate picture. - Repeat each word after you hear it. - Listen, point and repeat.
<p>PRACTICE (8 minutes)</p>	

Aim: To help students remember beach activities and understand a short story.

***Listen and chant. (Track 59)**

- Play the recording and teach the chant.
- Play the recording a second time. Children repeat the words and phrases in pauses in the chant.
- Children say the chant as a class, without the recording.
- As a class, think of actions for each of the beach activities, e.g., for *snorkel*, they mime swimming and looking around; for *play with a ball*, they jump and catch an imaginary ball, etc.
- Play the recording for them to say the chant with the actions.

Differentiation

- **Below level:** Put children in pairs. Write the vocabulary words on pieces of paper and give one to each pair. Then give one flashcard to each pair. Children work together to see if they have a match. If not, they should ask other children to swap papers or cards.
- **At level:** Use the Beach activities flashcards and a piece of paper with a 2.5-inch hole in it to play *Can you see?* (see Games bank).
- **Above level:** Play *Can you see?* but ask children to make a sentence using the word, e.g., *I can surf.*

→Expected outcomes and assessment.

- *Task completed with excellence:* Students can chant and do the actions fluently in the front.
- *Task completed:* Students can chant and do the actions.
- *Task uncompleted:* Students are unable to chant and do the actions.

*** Listen and read. (Track 49)**

- Remind children of the characters they met in Lesson 5 of the Starter unit: Max, Holly, Amy, and Leo.
- Focus children's attention on the story. Talk about each frame and ask questions, e.g., *Where are the children? Who is in the picture? Who is Amy talking to? What is Max doing? What does Holly have? Where is Leo? What's he doing? Is Leo surfing now?* Encourage predictions about the story.
- Play the video or the recording for children to watch or listen to and follow along.
- Ask comprehension questions, e.g., *What does Amy say about Max? What does she say about Holly? Does*

- Listen to the chant.
- Listen to the chant again to repeat the words and phrases in pauses in the chant.
- Say the chant as a class, without the recording.
- Think of actions for each of the beach activities and try to do the actions.
- Listen and say the chant with the actions.

- Think about the characters they met in Lesson 5 of the Starter unit: Max, Holly, Amy, and Leo.
- Look at each frame and try to make predictions.

<p><i>Leo like snorkeling? Is he good at surfing? What happens to Leo?</i></p> <ul style="list-style-type: none"> - Play the recording a second time for children to follow in their books again. - Ask children to find the beach activities from Exercise 1 that appear in the story (<i>play with a ball, read, surf</i>) <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen to the story, point to the words and answer the questions correctly. - <i>Task completed:</i> Students can listen to the story and point to the words with support from the teacher. - <i>Task uncompleted:</i> Students are unable to listen to the story and point to the words with support from the teacher. 	<ul style="list-style-type: none"> - Watch or listen to and follow along with the video or recording. - Answer the questions. - Listen again and follow the books. - Find the beach activities from Exercise 1 that appear in the story (<i>play with a ball, read, surf</i>)
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PRODUCTION (10 minutes)

Aim: To help students remember beach activity vocabulary and improve students’ integrated skills.

<p>*Game: “Shuffle Cards”</p> <ul style="list-style-type: none"> - Give each group the beach activity cards and word cards. - Ask them to work in groups, put these cards face down on the table, take turns picking one and talk about it. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about different beach activities fluently. - <i>Task completed:</i> Students can talk about different beach activities, using short and simple sentences. - <i>Task uncompleted:</i> Students are unable to identify different beach activities using short and simple sentences. 	<ul style="list-style-type: none"> - Work in groups. - Get the beach activity cards and word cards from the teacher. - Listen to the teacher and play the game.
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HOMEWORK (2 minutes)

- Learn new words by heart.
- Do the exercises in Workbook page 38.
- Prepare for the next lesson (Unit 5 - Lesson 2/ Part 1).

LESSON PLAN

Week: 12

Period: 46

Date of teaching: From 20/11 to 24/11/2023

UNIT 5: WE'RE HAVING FUN AT THE BEACH!

Lesson Two – Grammar – Period 1 (page 39)

A. DESIRED OBJECTIVES

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

1. Core competences

- Identify the present progressive affirmative.
- Complete present progressive sentences with the correct form of the verb *be*.
- Act out the story.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about beach activities.
- *Problem-solving and creativity:* find out their favorite beach activities.

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. Patterns:

- I'm surfing.
- He's going on a boat.
- We're playing with a ball.
- They're collecting shells.

2. Skills: Listening, Speaking and Writing.

C. RESOURCES AND MATERIALS

- Student book - page 39
- Audio tracks 60-61
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

D. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim: To motivate students and help students to remember beach activity words.</i></p>	
<p>* Game: Listen, point and say.</p> <ul style="list-style-type: none"> - Place lesson flashcards around the classroom. - Call out a word. The children point to the correct flashcard. - Alternatively, play the chant from this unit. Children point to the correct flashcard when they hear the word. - Now point to the flashcard. The children say the word. <p><u>Option:</u> Describe the location of the card, e.g. <i>It’s next to the door. What is it?</i> The children then say the name.</p> <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify beach activity words correctly and confidently. - <i>Task completed:</i> Students can identify beach activity words. - <i>Task uncompleted:</i> Students are unable to identify beach activity words. 	<ul style="list-style-type: none"> - Look at the flashcards. - Listen and point to the correct flashcard. - Say the word.
<p>PRESENTATION (10 minutes)</p> <p><i>Aim: To help students identify the present progressive affirmative.</i></p>	
<p>*Lead-in:</p> <ul style="list-style-type: none"> - With books closed, ask children to remember the beach activities Leo does in the story (<i>surfing and swimming</i>). Ask about the story, e.g. <i>Who does Amy phone? What does Max / Holly do?</i> Hold up your book to encourage ideas. <p>*Listen to the story again. (Track 60)</p> <ul style="list-style-type: none"> - Play Track 60, pausing for children to repeat. - Divide the class into groups of four to play Amy, Amy’s mom, Max, and Holly. - As a class, decide on the story actions (see ideas below). - Children practice acting out the story. Ask a few groups to act out the story at the front. <p><u>Story actions</u></p>	<ul style="list-style-type: none"> - Answer the questions. - Listen to the recording and repeat. - Work in groups of four to play roles of Amy, Amy’s mom, Max, and Holly. - Look at the different actions that the characters do in the story. - Practice acting out the story in groups. - Come to the front to act for the class.

<ul style="list-style-type: none"> • Picture 1: Max reads a book. Amy and Mom talk on the phone. • Picture 2: Amy and Mom talk on the phone. Leo surfs. Holly plays with a ball. • Picture 3: Leo stands on his hands (children touch their toes). Amy and Mom talk on the phone. Amy, Max, and Holly point at Leo. • Picture 4: Leo swims. Amy and her mom talk on the phone. Mom is concerned. Holly and Max laugh and point. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can act out the story in the front confidently and fluently. - <i>Task completed:</i> Students can act out the story in groups. - <i>Task uncompleted:</i> Students are unable to act out the story in groups. <p>* Listen and say. (Track 61)</p> <ul style="list-style-type: none"> - Show the picture and ask two children to read the speech bubbles. - Mime surfing and elicit <i>You're surfing</i>. Now mime playing with a ball and say <i>I'm swimming</i>. - Play Track 61, pausing after each sentence for children to repeat. - Ask children to close their books. Write the sentences on the board. Erase the letters that are red in the book, and then ask children to come up to the board and write them in. - Write <i>I'm ...</i> on the board. Then hold up the flashcards and elicit new sentences. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sentence pattern correctly and fluently. - <i>Task completed:</i> Students can say the sentence pattern. - <i>Task uncompleted:</i> Students are unable to say the sentence pattern. 	<ul style="list-style-type: none"> - Look at the pictures and read the speech bubbles. - Look at the teacher miming and say the sentence <i>You're surfing</i>. - Listen to the recording. Repeat each line. - Close their books. Look at the teacher and come up to the board and write them in. - Look at the cards and make sentences.
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PRACTICE (8 minutes)

*Aim: To help students complete present progressive sentences with the correct form of the verb **be**.*

<p>* Read and match. Write.</p> <ul style="list-style-type: none"> - Read out the first sentence and ask <i>Which picture is it?</i> Elicit and point to the example. 	<ul style="list-style-type: none"> - Listen and answer the question. - Read the rest of the sentences and write
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<p>- Children read the rest of the sentences and write a letter with their pencils.</p> <p>Answer</p> <p>1 e 2 a 3 b 4 d 5 c</p> <p>Differentiation</p> <ul style="list-style-type: none"> • Below level: Ask children to cover the sentences. Focus on the pictures. Children say what's happening. Then cover the pictures. Children mime the actions in each sentence, then complete the activity. • At level: Children complete the activity as suggested. • Above level: After the children finish, put them in pairs and have them make negative sentences, e.g., <i>b. She's not snorkeling</i>, using the pictures in the activity. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can complete the task and describe pictures fluently in the front. - <i>Task completed:</i> Students can complete the task and describe pictures in pairs. - <i>Task uncompleted:</i> Students are unable to complete the task and describe pictures in pairs. 	<p>a letter with their pencils.</p> <ul style="list-style-type: none"> - Work in pairs to describe pictures.
<p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students describe what they are doing or someone's doing.</i></p>	
<p>* Let's talk.</p> <ul style="list-style-type: none"> - Show the picture and elicit the sentence <i>I'm eating an ice cream. / He's eating an ice cream. /</i> - In pairs, children take turns saying sentences, using other vocabulary words on the page. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about what they are doing or someone's doing fluently in the front. - <i>Task completed:</i> Students can talk about what they are doing or someone's doing in pairs. - <i>Task uncompleted:</i> Students are unable to talk about what they are doing or someone's doing in pairs. 	<ul style="list-style-type: none"> - Look at the picture and say the sentences. - Work in pairs to take turns saying sentences, using other vocabulary words on the page.
<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Learn the patterns by heart. - Do the exercises in Workbook page 39. -Prepare for the next lesson (Unit 5 - Lesson 2 – Period 2). 	

LESSON PLAN

Week: 12

Period: 47

Date of teaching: From 20/11 to 24/11/2023

UNIT 5: WE'RE HAVING FUN AT THE BEACH!

Lesson Two – Grammar – Period 2 (page 39)

A. DESIRED OBJECTIVES

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

1. Core competences

- Identify the present progressive negative.
- Complete present progressive sentences with the correct form of the verb *be*.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about beach activities.
- *Problem-solving and creativity:* find out their favorite beach activities.

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. Patterns:

- I'm not snorkeling.
- He isn't surfing.
- We're/They're not collecting shells.

2. Skills: Listening, Speaking and Writing.

C. RESOURCES AND MATERIALS

- Student book - page 39
- Audio tracks 61
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
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WARM-UP/REVIEW (5 minutes)

Aim: To motivate students and help students describe what they are doing or someone’s doing.

*** Flash Game:**

- Show the pictures. Then make them disappear as fast as possible.
- Ask students to talk about one picture.

- Look at the picture and say the sentences.

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can talk about pictures using long sentences fluently.
- *Task completed:* Students can talk about pictures using short and simple sentences.
- *Task uncompleted:* Students are unable to talk about pictures using short and simple sentences.

PRESENTATION (10 minutes)

Aim: To help students identify the present progressive negative.

***Lead-in:**

- Ask children what happened in the story in the previous lesson. Hold up your book briefly on page 32 to encourage ideas. Then close your book and ask about things that were mentioned in the story.

- Answer the questions.
- Answer things that appeared in the story. Write their answers on the board.

*** Listen and say. (Track 61)**

- Show the picture and ask two children to read the speech bubbles.
- Mime surfing and elicit *You’re surfing*. Now mime playing with a ball and say *I’m not swimming*. Elicit *You aren’t swimming (You’re playing with a ball)*.
- Play Track 61, pausing after each sentence for children to repeat.
- Ask children to close their books. Write the sentences on the board. Erase the letters that are red in the book, and then ask children to come up to the board and write them in.
- Write *I’m not ...* on the board. Then hold up the flashcards and elicit new sentences.

- Look at the pictures and read the speech bubbles.
- Look at the teacher miming and say the sentence *You’re surfing. / You aren’t swimming (You’re playing with a ball)*.
- Listen to the recording. Repeat each line.
- Close their books. Look at the teacher and come up to the board and write them in.
- Look at the cards and make sentences.

→Expected outcomes and assessment.

- *Task completed with excellence:* Students can say the sentence pattern correctly and fluently.
- *Task completed:* Students can say the sentence pattern.
- *Task uncompleted:* Students are unable to say the sentence pattern.

PRACTICE (8 minutes)	
<i>Aim: To help students complete present progressive sentences with the correct form of the verb be.</i>	
<p>* Write.</p> <ul style="list-style-type: none"> - Look at the example with the class. - Ask children to talk about each picture. - Children write the full sentences in their notebooks. - Ask the children to work in pairs to make picture descriptions. <p>Answers</p> <p>1 isn't, 's eating</p> <p>2 aren't, 're going on a boat</p> <p>3 aren't, 're taking photos</p> <p>4 isn't, 's reading a book</p> <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can use full and long sentences to describe the pictures. - <i>Task completed:</i> Students can use short and simple sentences to describe the pictures. - <i>Task uncompleted:</i> Students are unable to short and simple sentences to describe the pictures. 	<ul style="list-style-type: none"> - Look at the examples. - Talk about each picture. - Write the full sentences in their notebooks. - Work in pairs to make picture descriptions. - Pairs come up to talk about the pictures.
PRODUCTION (10 minutes)	
<i>Aim: To help students talk about what they are doing or someone's doing.</i>	
<p>* Passing the ball</p> <ul style="list-style-type: none"> - Ask children to listen to music, pass the two balls (yellow and red) to each other. - Stop music, ask students with the two balls to talk about what they are doing or someone's doing. - Repeat the activity for more practice. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about what they are doing or someone's doing fluently and confidently. - <i>Task completed:</i> Students can talk about what they are doing or someone's doing. - <i>Task uncompleted:</i> Students are unable to talk about what they are doing or someone's doing. 	<ul style="list-style-type: none"> - Listen to the teacher's instructions carefully. - Pass the two balls while listening to music. - The two students with the two balls will talk about what they are doing or someone's doing when the music stops.
HOMEWORK (2 minutes)	

- Learn the patterns by heart.
- Do the exercises in Workbook page 39.
- Prepare for the next lesson (Unit 5 - Lesson 3).

LESSON PLAN

Week: 12

Period: 48

Date of teaching: From 20/11 to 24/11/2023

UNIT 5: WE'RE HAVING FUN AT THE BEACH!

Lesson Three - Song (page 40)

A. DESIRED OBJECTIVES

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

1. Core competences

- Identify more beach activities.
- Write present progressive sentences about a picture.
- Use these words in the context of a song.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about beach activities.
- *Problem-solving and creativity:* find out their favorite beach activities.

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

- *Core:* swimming, sitting, running
- *Extra vocabulary:* sun, dog, run, going on a boat, surfing

2. Skills: Listening and Speaking.

C. RESOURCES AND MATERIALS

- Student book - page 40
- Audio tracks 62-63
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

LEARNING EXPERIENCES

Teacher's activities	Students' activities
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WARM-UP/REVIEW (5 minutes)

Aim: To motivate students and help students to revise different beach activities.

***Game: “True or False”**

- Make true/false statements about the beach activities children have learned, e.g. *You collect shells underwater. / You go snorkeling underwater.*
- If the statement is true, children wave their hands. If it isn't, they remain still.

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can explain why the statement is not true.
- *Task completed:* Students can identify different beach activities.
- *Task uncompleted:* Students are unable to identify different beach activities.

- Listen to the statements and pictures carefully.
- Wave hands when the statement is true.

PRESENTATION (10 minutes)

Aim: To help students Identify more beach activities and write present progressive sentences about a picture.

*** Lead-in:**

- Write these sentences on the board: *Holly isn't playing with a ball. Amy is surfing. Amy is talking to her mom. Max isn't reading a book. Holly isn't surfing. Leo is talking on the phone.*
- Tell children that some of the sentences are false.
- Ask children to open their books to page 38 and correct the false sentences.
- Ask children to read aloud the correct sentences (*Holly is playing with a ball. Amy isn't surfing. Amy is talking to her mom. Max is reading a book. Holly isn't surfing. Leo isn't talking on the phone.*)

*** Listen, point and repeat (Track 62)**

- Ask children to open their books to page 40 and look at the pictures. Play the first part of Track 62 for children to listen and point to the appropriate picture.
- Play the second part of the recording for children to repeat.
- Play the whole recording for children to listen and point, and then repeat the words in chorus.

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can listen and repeat the words correctly.

- Listen and answer the questions.
- Listen and repeat after the teacher.
- Look at the cards and say the words.
- Read the statements carefully.
- Open their books to page 38 and correct the false sentences.
- Read aloud the correct sentences

<ul style="list-style-type: none"> - <i>Task completed:</i> Students can listen and repeat the words. - <i>Task uncompleted:</i> Students are unable to listen and repeat the words. 	
<p>PRACTICE (8 minutes)</p> <p><i>Aim: To help students use different beach activities in the context of a song.</i></p>	
<p>* Listen and sing. (Track 63)</p> <ul style="list-style-type: none"> - Ask the children to look at the pictures and tell you what five beach activities they can see. - Point to the pictures and ask questions, e.g. <i>What is the sister doing? What is the dog doing? Who is surfing?</i> - Play Track 63 for children to listen and follow. - Read each line of the song aloud for children to repeat. - Play the recording for children to sing along. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song fluently in the front. - <i>Task completed:</i> Students can sing along the song chorally. - <i>Task uncompleted:</i> Students are unable to sing along the song chorally. <p>* Sing and do.</p> <ul style="list-style-type: none"> - As a class, decide on the song actions (see ideas below). - Practice the actions with the class. - Play the recording for children to sing and do the actions. <p><u>Song actions</u></p> <ul style="list-style-type: none"> ● <i>We're playing at the beach.</i> – mime throwing a beach ball ● <i>We're sitting in the sun.</i> – make a circle with your arms ● <i>My sister is running very fast.</i> – mime running ● <i>The dog is swimming in the sea.</i> – mime doing doggy paddle ● <i>They're surfing with my brother and me.</i> – wobble as if you are on a board <p>→ Expected outcomes and assessment.</p>	<ul style="list-style-type: none"> - Look at the pictures for the song. Answer the questions. - Listen to the recording and repeat. - Listen to the recording again, follow and repeat the words in their books. - Look at the pictures and think about the actions. - Practice the actions with the teacher while singing the song. - Listen to the song and do their actions. - Sing and do the actions in front of the class.

<ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song with actions in the front. - <i>Task completed:</i> Students can sing the song with actions in groups. - <i>Task uncompleted:</i> Students are unable to sing the song with actions in groups. 	
<p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students use different beach activities.</i></p>	
<p>* Look at the picture. Write.</p> <ul style="list-style-type: none"> - Read the example with the children and ask them to finish the second sentence. - Ask children to write sentences about the picture in their notebooks, using examples to help them. - Ask some children to read their sentences aloud. <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Below level: Ask who and what they can see in the picture (<i>a sister, Mom, a girl, children in the water, a dog, etc.</i>); then ask what they are doing, e.g. <i>What is the sister doing? What are the children in the water doing?</i> The children write their sentences. Allow them to work in pairs if appropriate. • At level: Children complete the activity as suggested. • Above level: After the children finish, ask them to write a simple story about one of the people in the picture. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write all the sentences individually correctly. - <i>Task completed:</i> Students can write the sentences with support from the teacher. - <i>Task uncompleted:</i> Students are unable to write the sentences with support from the teacher. 	<ul style="list-style-type: none"> - Finish the second sentence. - Write sentences about the picture in their notebooks, using examples for help. - Some children read their sentences aloud.
<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 40. - Prepare for the next lesson (Unit 5 - Lesson 4). 	

Duyệt ngày 1/11/2023
Tổ trưởng



Huỳnh Thị Yến Trang

LESSON PLAN

Week: 13

Period: 49

Date of teaching: From 27/11 to 01/12/2023

UNIT 5: WE'RE HAVING FUN AT THE BEACH!

Lesson Four - Phonics (page 41)

A. DESIRED OBJECTIVES

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

1. Core competences

- Recognize and learn the name of the letters *w* and *x* and associate them with their corresponding sounds.
- Pronounce the sounds /w/ and /ks/ on their own and as part of words.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about beach activities.
- *Problem-solving and creativity:* find out their favorite beach activities.

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

- *Core:* web, box
- *Extra:* window, walk, fox, six

2. Skills: Listening and Speaking.

C. RESOURCES AND MATERIALS

- Student book - page 40
- Audio tracks 62-63
- Teacher's Guide
- Website *sachso.edu.vn*
- Phonics cards
- Computer, projector,

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
WARM-UP/REVIEW (5 minutes)	

<p><i>Aim: To motivate students and help students to remember the different sounds and letters they learnt from the previous lessons.</i></p>	
<p>* Warmer</p> <ul style="list-style-type: none"> - Ask children which sounds they looked at in their last phonics lesson (/t/, /ʌ/, and /v/). Do the chant from page 35 to review the sounds. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say all the sounds they learnt from the previous phonics lesson correctly. - <i>Task completed:</i> Students can remember the sounds they learnt from the previous phonics lesson. - <i>Task uncompleted:</i> Students are unable to remember the sounds they learnt from the previous phonics lesson. 	<ul style="list-style-type: none"> - Remember the sounds they looked at in their last phonics lesson (/t/, /ʌ/, and /v/). - Listen, sing along and do the actions.
<p>PRESENTATION (10 minutes)</p> <p><i>Aim: To help recognize and learn the name of the letters w and x and associate them with their corresponding sounds.</i></p>	
<p>* Lead-in:</p> <ul style="list-style-type: none"> - Teach the new sounds and letters for the lesson, using phonics cards. - Hold up the <i>web</i> card. Say the letter name, sound, and then the word for children to repeat. Repeat with the <i>box</i> card. - Show each card and say the words for children to repeat. <p>* Listen, point, and repeat. Track 64</p> <ul style="list-style-type: none"> - Play the first part of the recording. Children listen and point to the pictures. - Play the second part for children to repeat. - Play the whole recording for children to point and repeat. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen, point and repeat the words confidently. - <i>Task completed:</i> Students can listen, point and repeat the words chorally. - <i>Task uncompleted:</i> Students are unable to listen, point and repeat the words chorally. 	<ul style="list-style-type: none"> - Look at the cards, listen and repeat. - Listen and point to the pictures. - Listen and repeat the sounds and words.

PRACTICE (8 minutes)

Aim: To help students pronounce the sounds /w/ and /ks/ on their own and as part of words.

*** Listen and chant. (Track 65)**

- Ask the children to look at the picture and tell you what they can see. Play the recording for them to listen to the chant.
- Play the chant once more, pausing for children to repeat.
- Repeat, and encourage children to chant along.

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can listen to the chant and chant with actions confidently.
- *Task completed:* Students can listen to the chant, chant along the recording.
- *Task uncompleted:* Students are unable to listen to the chant, chant along the recording.

*** Read the chant again. Say the words with *w* and *x*. Write.**

- Write the first line of the chant on the board. Invite a child to come to the front, find examples of the letter *w* and say the words (*window* and *web*).
- Children read the chant silently and only say the words with *w* and *x* out loud.
- Children write the *w* and *x* words in their notebooks.
- Go over the answers with the class.

Answers

window box web fox

Differentiation

- **Below level:** Hand phonics cards to different children. Say different phonics words, e.g., *six*, *walk*. When children hear their words, they raise the card in the air.
- **At level:** Divide the class into two groups, one for each sound. Tell the children you are going to read some sentences. The groups stand up when they hear a word with their sound. Read these aloud: *The window is open. / What's in the box? / I'm six years old. / I can see a fox from my window. / The fox is sleeping. / I walk to school!*

- Look at the picture and listen to the question.
- Listen to the chant.
- Listen again and repeat.
- Chant along with actions in groups and in the front.

- Find an example of the letters.
- Read the chant silently and only say the words with *w* and *x* out loud.
- Write the *w* and *x* words in their notebooks.

<ul style="list-style-type: none"> • Above level: Read the sentences from the “at level” activity aloud. After each sentence, children recall words with the sounds <i>w</i> and <i>x</i>, say them, and then spell them. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can chant with actions and find out the <i>w</i> and <i>x</i> words correctly and fluently. - <i>Task completed:</i> Students can chant with actions and find out the <i>w</i> and <i>x</i> words. <p><i>Task uncompleted:</i> Students are unable to chant with actions and find out the <i>w</i> and <i>x</i> words.</p> <p>* Listen and complete the words. (Track 66)</p> <ul style="list-style-type: none"> - Children look at the first picture. Play the recording. Ask <i>What’s the word? (box)</i>. Ask <i>What letter makes the first sound in that word?</i> Draw attention to the example answer <i>t</i>. - Play the rest of the recording for children to write the missing letters. - Ask children to say the missing sounds, then the words. <p><u>Answers</u></p> <p>1 x 2 w 3 x 4 w 5 x</p> <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can complete the task as suggested confidently and then share their new words to their friends. - <i>Task completed:</i> Students can complete the task as suggested with support from the teacher. - <i>Task uncompleted:</i> Students are unable to complete the task as suggested with support from the teacher. 	<ul style="list-style-type: none"> - Listen to the recording and answer the questions. - Listen and write the missing letters. - Share your answers with your partner. Say the missing sounds, then the words. - Peer-check with friends and the teacher.
<p>PRODUCTION (10 minutes)</p> <p><i>Aim:</i> To help students listen, identify the letters <i>t</i>, <i>u</i>, and <i>v</i> and talk about the pictures.</p>	
<p>* Let’s talk</p> <ul style="list-style-type: none"> - Ask children to look at the picture and speech bubble. Say <i>There’s a web on the window.</i> - Ask a child to read the sentence. - In pairs, children take turns saying the sentence, using other vocabulary words on the page. <p>→ Expected outcomes and assessment.</p>	<ul style="list-style-type: none"> - Look at the picture and say a sentence. - Read the sentence. - In pairs, take turns saying sentences using other vocabulary from the page. - Raise hands to come up to the board for choosing different combinations of the

<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.	flashcards, then the class will say the sentence chorally.
HOMEWORK (2 minutes) <ul style="list-style-type: none">- Revise the words and the patterns.- Do the exercises in Workbook page 40.- Prepare for the next lesson (Unit 5 - Lesson 5).	

LESSON PLAN

Week: 13

Period: 50

Date of teaching: From 27/11 to 01/12/2023

UNIT 5: WE'RE HAVING FUN AT THE BEACH!

Lesson Five - Skills Time! (page 42)

A. DESIRED OBJECTIVES

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

1. Core competences

- Read and understand a vacation postcard.
- Find specific details in a text.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about beach activities.
- *Problem-solving and creativity:* find out their favorite beach activities.

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. Language

- *Core:* sitting, collecting shells, swimming, snorkeling, playing
- *Recycled:* vocabulary and structures seen previously
- *Extra vocabulary:* sand, seafood, restaurants, postcard

2. Skills: Listening, Speaking and Reading.

C. RESOURCES AND MATERIALS

- Student book - page 42
- Audio tracks 63, 67
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
WARM-UP/REVIEW (5 minutes)	

Aim: To motivate students and help students to review different types of weather.

***Game: “Word Chain”**

- Use the weather flashcards from the previous lesson to review the vocabulary.
- Place the flashcards on the board in a sequence, e.g. *hot, windy, snowing, raining, sunny*.
- Ask the class to say the first word in the sequence, *hot*, continue with the next word, *windy*.
- Continue with the class saying each word in the sequence in chorus.
- Remove one flashcard. The class repeats the sequence, including the missing word.
- Keep removing the flashcards until the class is saying the whole sequence from memory.

- Listen to the teacher’s instructions and look at the flashcards/word cards.
- Say the first word in the sequence, *hot*, continue with the next word, *windy*.
- Repeat the sequence, including the missing word.
- Say the whole sequence from memory.

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can say all the words correctly and fluently.
- *Task completed:* Students can say the key words.
- *Task uncompleted:* Students are unable to say the key words.

PRESENTATION (10 minutes)

Aim: To help students read and understand a vacation postcard.

*** Lead-in – Track 63**

- Tell the children they are going to sing *The beach* from page 40.
- Ask children which activities they remember from the song.
- Ask children to open their books to page 40 to check.
- Play Track 63 and sing the song.
- Show the children flashcards in random order and ask them to call out the word.

- Sing *The beach* from page 40.
- Say which activities they remember from the song.
- Check the answers on page 40.
- Listen and sing the song.
- Look at the flashcards and call out the word.

*** Look at the picture. What can you do at Phan Thiet beach?**

- Ask children if anyone in the class has ever been to Phan Thiet. Ask follow-up questions if they have.
- Ask children to look at the text. Ask what kind of text it is (*a postcard*).

- Listen and answer the questions.
- Answer what kind of text it is (*a postcard*).
- Answer the questions.

<ul style="list-style-type: none"> • Below level: Ask children to re-read the text, look for those words, and underline them. Help if needed. Then children complete the activity. • At level: Children complete the activity as suggested. • Above level: After children finish, ask them to write five new sentences, using those words. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can complete the task individually. - <i>Task completed:</i> Students can complete the task in pairs/groups. - <i>Task uncompleted:</i> Students are unable to complete the task with support from the teacher. 	
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PRODUCTION (10 minutes)
Aim: To help students think and talk about their vacation.

<p>* Where do you go on vacation? Why do you like it?</p> <ul style="list-style-type: none"> - Ask individual children about their vacations. - Encourage them to ask other children questions. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can think and talk about their vacation confidently in the front. - <i>Task completed:</i> Students can think and talk about their vacation in pairs. - <i>Task uncompleted:</i> Students are unable to think and talk about their vacation in pairs. 	<ul style="list-style-type: none"> - Work individually to think about their vacations. - Listen to the teacher’s demo. - Work in pairs to ask and answer the questions. - Talk in front of the class.
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HOMEWORK (2 minutes)

- Revise the words and the patterns.
- Do the exercises in Workbook page 42.
- Prepare for the next lesson (Unit 5 - Lesson 6/Part 1).

LESSON PLAN

Week: 13

Period: 51

Date of teaching: From 27/11 to 01/12/2023

UNIT 5: WE'RE HAVING FUN AT THE BEACH!

Lesson Six - Skills Time! – Period 1 (page 43)

A. DESIRED OBJECTIVES

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

1. Core competences

Listening

- Listen for information and put pictures in the correct order.

Speaking

- Ask and answer questions to describe what people in a picture are doing.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about beach activities.
- *Problem-solving and creativity:* find out their favorite beach activities.

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

- *Recycled:* vocabulary seen previously.

2. Patterns: patterns seen previously.

3. Skills: Listening and Speaking

C. RESOURCES AND MATERIALS

- Student book - page 43
- Audio tracks 63, 68
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

H. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim: To motivate students and help students to remember different beach activities.</i></p>	
<p>* Song: “The beach”</p> <ul style="list-style-type: none"> - Ask the children to sing along with actions. <p>* Game: Quick flash</p> <ul style="list-style-type: none"> - Use the flashcards from the unit so far and any other vocabulary cards that you want to review. - Show each card very quickly and then hide it again, ask the class to call out the words. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing with actions confidently and identify different beach activities correctly and fluently. - <i>Task completed:</i> Students can sing along the recording and identify different beach activities. - <i>Task uncompleted:</i> Students are unable to sing along the recording and identify different beach activities. 	<ul style="list-style-type: none"> - Sing along with actions. - Look at the flashcards and call out the words.
<p>PRACTICE (20 minutes)</p> <p><i>Aim: To help students listen for information and put pictures in the correct order.</i></p>	
<p>* Lead-in:</p> <ul style="list-style-type: none"> - Show the pictures on page 43 and ask children to name the activities (<i>swimming, playing in the sand, flying a kite, fishing, and snorkeling</i>). <p>* Listen and write the numbers. Track 68</p> <ul style="list-style-type: none"> - Tell the class they are going to hear some children talking about things they like doing at the beach. They must number the pictures in the order they hear them. - Play Track 68 for children to point to the correct pictures. - Play the recording again, pausing after each dialogue for children to write the number next to the letter with their pencils. - Play the whole recording again for children to check their answers. - Go through the answers with the class. <p>Answers 1 e 2 d 3 c 4 b 5 a</p> <p>→ Expected outcomes and assessment.</p>	<ul style="list-style-type: none"> - Answer the questions. - Look at the pictures in Exercise 1 – page 43 and answer the questions. - Listen and point to the correct pictures. - Listen and write the number next to the letter with their pencils.

- Do the exercises in Workbook page 43.
- Prepare for the next lesson (Unit 5 - Lesson 6/Part 2).

LESSON PLAN

Week: 13

Period: 52

Date of teaching: From 27/11 to 01/12/2023

UNIT 5: WE'RE HAVING FUN AT THE BEACH!

Lesson Six - Skills Time! – Period 2 (page 43)

A. DESIRED OBJECTIVES

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

1. Core competences

Speaking

- Ask and answer questions to describe what people in a picture are doing.

Writing

- Number the sentences in order; write a postcard.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about beach activities.
- *Problem-solving and creativity:* find out their favorite beach activities.

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. Language

- *Recycled:* vocabulary and patterns seen previously.
- *Extra:* break time, learn

2. Skills: Listening, Speaking and Writing.

C. RESOURCES AND MATERIALS

- Student book - page 43
- Audio tracks 63, 68
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

I. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
<p>WARM-UP/REVIEW (10 minutes)</p> <p><i>Aim: To motivate students and help students to talk about their pictures of family at the beach.</i></p>	
<p>* Talk about you and your family at the beach.</p> <ul style="list-style-type: none"> - In pairs, they ask and answer questions about what everybody in the picture is doing. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about their pictures of family at the beach fluently in the front. - <i>Task completed:</i> Students can their pictures of family at the beach in pairs. - <i>Task uncompleted:</i> Students are unable to their pictures of family at the beach in pairs. 	<ul style="list-style-type: none"> - In pairs, ask and answer questions about what everybody in the picture is doing. - Volunteer to talk in the front.
<p>PRACTICE (20 minutes)</p> <p><i>Aim: To help students number the sentences in order and write a postcard.</i></p>	
<p>* Number the sentences in order.</p> <ul style="list-style-type: none"> - Show the example and check that the children understand the exercise. Children number the sentences in order. - Go through the answers with the class. <p><u>Answer:</u></p> <p>a 2 b 1 c 5 d 6 e 4 f 3</p> <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Below level: Ask the children to look at the postcard on page 42 and compare the parts with the sentences in the exercise. • At level: Children complete the activity as suggested. • Above level: After children finish, put them into small groups. Ask them to write four more sentences about beach activities, using the present progressive. Children write sentences together. Make it a game by setting a time limit. The team with the most sentences wins. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can number the sentences in order individually correctly. 	<ul style="list-style-type: none"> - Read the example and number the sentences in order. - Peer-check the answers with the partners. - Check the answers with the teacher.

<ul style="list-style-type: none"> - <i>Task completed:</i> Students can number the sentences in order with support from the teacher. - <i>Task uncompleted:</i> Students are unable to number the sentences in order with support from the teacher. <p>* You are on vacation. Write a postcard to a friend. Look at page 42 to help you.</p> <ul style="list-style-type: none"> - Ask the children to choose a vacation place and write a postcard to a friend from there, using the postcard on page 42 as a model. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write a postcard to a friend creatively and quickly. - <i>Task completed:</i> Students can write a postcard to a friend with support from the teacher. - <i>Task uncompleted:</i> Students are unable to write a postcard to a friend with support from the teacher. 	<ul style="list-style-type: none"> - Choose a vacation place and write a postcard to a friend from there, using the postcard on page 42 as a model.
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PRODUCTION (5 minutes)

Aim: To help students ask and answer questions to describe what people in the postcard are doing.

<p>* Ask and Answer</p> <ul style="list-style-type: none"> - Ask the children to ask and answer about the postcard. <p>→ Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can ask and answer about the postcard fluently in the front. - <i>Task completed:</i> Students can ask and answer about the postcard in pairs. - <i>Task uncompleted:</i> Students are unable to ask and answer about the postcard in pairs. 	<ul style="list-style-type: none"> - Use their postcard writing. - Work in pairs, ask and answer about the postcard.
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HOMEWORK (2 minutes)

- Revise the words and the patterns.
- Do the exercises in Workbook page 43.
- Prepare for the next lesson (Unit 6 - Lesson 1).

Duyệt ngày 06/11/2023
Phó hiệu trưởng

Nguyễn Thị Thanh Hải

Duyệt ngày 01/11/2023
Tổ trưởng



Huỳnh Thị Yến Trang