

WEEK 14

Date of preparing: 30/11/2023

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

Period: 9

**UNIT 1: WHAT COLOR IS IT?
LESSON: 1**

I. AIMS: Students know how to ask and answer about colors.

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

- *identify 5 colors.*
- *use the color words in the context of a chant.*

III. LANGUAGE:

Language focus: *listening, speaking*








Vocabulary: *red, green, blue, black, yellow*

IV. RESOURCES AND MATERIALS: *Flashcards, audio tracks 1, 15, 16, crayons, paper, pictures (number 1, number 2, 1 red apple, 2 green apples, 1 yellow crayon, 2 black birds, ...)*

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	<ul style="list-style-type: none"> - Greet students. Hello song - Ask students sing along the song. - Stick Class Rules. 	whole class
Review	<p>Beanbag Game (review numbers 1 and 2)</p> <ul style="list-style-type: none"> - Tell students the rules of the game. - Play a song. - While the song is playing, students pass a bag to the person next to them (<i>hand by hand</i>). - Whenever the song is stopped, the person who is holding the bag must stand up and take out a picture. Student looks, counts and says: 1 or 2 - Stop the song several times to get more students to say. 	whole class

<p>Present information</p>	<p>Lead in:</p> <ul style="list-style-type: none"> - Draw an apple on the board and ask:” <i>One or two?</i>” - Students answer: 1 - Color the apple red and say:” It is red. Red. Red.”. - Students repeat in chorus. - Use Colors Flashcards 6-10 to introduce vocabulary: red, yellow, blue, black, green. - Ask students to repeat in chorus. - Students pass the Flashcards and read the vocabulary individually. 	<p>whole class</p>
<p>Guided practice</p>	<p>1. Listen and point. Track 15</p> <ul style="list-style-type: none"> - Play the track 15, listen and point - Play again, ask students to listen and point - Play again, ask students to listen and repeat <p>Game:</p> <ol style="list-style-type: none"> a. Ask students to listen and point to objects in the room or on their desks. <ul style="list-style-type: none"> - Call out a color: It’s RED. - Students point to something red. <ol style="list-style-type: none"> b. Change the rule. <ul style="list-style-type: none"> - Point to different objects in class. - Students look and call out the color. <p>2. Listen and chant. Track 16</p> <ul style="list-style-type: none"> - Students listen to track 16. - Divide the class into 5 groups. - Give each group a flashcard. - Play the chant again. - Students listen and stand up when they hear their group’s color. - Students listen and chant along. 	
<p>Pair/ group practice</p>	<ul style="list-style-type: none"> • Below level: Students chant along and hold up the correct colored pencils or crayons. • At level: Demonstrate an action for each color: red (clap), green (stamp one foot), blue (jump), black (wave), yellow (turn in a circle). <ul style="list-style-type: none"> - Students work in groups of five. - Give everyone a color. - Play the chant again. 	<p>groups</p>

	<ul style="list-style-type: none"> - Students do their action when they hear the color. <ul style="list-style-type: none"> • Above level: Demonstrate the action for each color as above. - Play the chant again. - Ask everyone to do the action for each color. - Practice several times. 3. Point and say. Stick. - Show students how to do: <ul style="list-style-type: none"> • point to the colored bricks • say:” <i>Let’s stick!</i>” • stick the blue sticker and say: “BLUE” - Ask students to work in pairs to say and stick. - Go around to help. <p>Worksheet</p> <p>2 Color. Point and say. </p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">1 </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">2 </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">3 </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">4 </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">5 </div> </div> <ul style="list-style-type: none"> - Ask student to listen to the teacher and color. EX: <i>one – yellow: two – green, ...</i> - Students work in pairs point to each picture and say the color. <p>4. Workbook page 10</p> <ul style="list-style-type: none"> - Ask student to do exercise in workbook p.10. - Go around to help and encourage the students. 	<p>pairs</p> <p>individual pairs</p>
<p>Conclusion</p>	<p>Stop The Bus game</p> <ul style="list-style-type: none"> - Prepare these pictures for the game: a red A, a blue B, a green apple, a black 1, a yellow 2. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> - Stick these pictures on the board. 	<p>groups</p>

	<ul style="list-style-type: none">- Ask students to work in groups of 5. Each group has a mini board.- Call out a picture. Example: ONE- Students hold up their group's board and say: STOP THE BUS and call out the correct color: BLACK- Give stickers to correct answers.	
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WEEK 14

Date of preparing: 30/11/2023

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

Period: 10

UNIT 1: WHAT COLOR IS IT?
LESSON 2: GRAMMAR AND SONG

I. AIMS: Students know how to ask and answer about colors.

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

- *ask question:* "What color is it?"
- *answer:* "It's...."
- *sing a song.*

III. LANGUAGE:

Language focus: *listening, speaking*

Vocabulary: *What color is it? It's (green)*


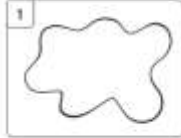
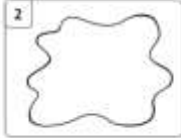
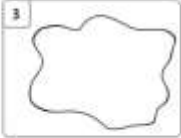
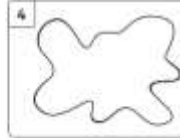
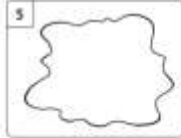
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IV. RESOURCES AND MATERIALS: *Flashcards 6-10, audio tracks 17-18: crayons (red, green, blue, black, yellow), worksheet (printable resources P.11)*

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	<ul style="list-style-type: none"> - Greeting - Sing Hello song. - Class Rules. 	whole class
Review	<p>Give me...game</p> <ul style="list-style-type: none"> - Students work in group of 5. - Tell them the rule. - Students take out their school things and put them on the desk. - Say: Give me something red! - Students find and hold up the red school thing and say: RED - Give stickers. - Continue with <i>blue, yellow, green, black</i>. 	whole class

Present information	Lead in: - Hold up each of the Flashcards 6-10 for children to say the colors. - Say: It's red. - Hold up GREEN flashcard and ask <i>What color is it??</i> - Answer <i>It's green.</i>	whole class
Guided practice	<ol style="list-style-type: none"> 1. <i>Listen and repeat track 17</i> <ul style="list-style-type: none"> - Play track 15, listen and point. - Play again, ask students to listen and point. - Play again, ask students to listen and repeat. 2. <i>Listen and sing: track 18</i> <ul style="list-style-type: none"> - Point to the leaf in the picture and ask: What color is it? - Say: It's green. - Continue with <i>apple, sky, paint pots.</i> - Say "Let's sing!" and play the recording for the children to listen to. - Play the recording again and sing along. 	Whole
Pair/ group practice	<ol style="list-style-type: none"> 3. <i>Trace the lines and say</i> <ul style="list-style-type: none"> - Point to the red color patch. Say <i>What color is it?</i> - Follow the path of the dotted line until you reach the red block below. Say <i>It's red.</i> - Continue with <i>black, green, blue.</i> <p>LET'S TALK</p> <ul style="list-style-type: none"> - Students work in pair ask and answer. - Move around to help. <ol style="list-style-type: none"> 4. <i>Workbook page 11</i> <ul style="list-style-type: none"> - Ask student to do exercise in workbook p.5. - Go around to help and encourage the students 	Groups pairs individuals
Conclusion	Listen and color <ul style="list-style-type: none"> - Give students worksheet. - Show them how to do. - Say: <i>one – red</i> - Color picture 1 red - Say: Now, your turn! - Continue with 2, 3, 4 and 5. 	

	<p>1 Choose and color. Point and say. </p> <p>1  2  3 </p> <p>4  5 </p>	
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Kiểm tra ngày 02/12/2023

Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 15

Date of preparing: 30/11/2023

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

Period: 11

UNIT 1: WHAT COLOR IS IT?
LESSON 3: SOUNDS AND LETTERS

I. AIMS: Students know how to recognize C and pronounce /k/.

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

- recognize the upper- and lowercase forms of the letter C and associate them with the sound /k/.
- pronounce the sound /k/ on its own and at the beginning of words.
- be familiar with the name of the letter c.

III. LANGUAGE:

Language focus: listening, speaking

Vocabulary: cat, car/ In, a

IV. RESOURCES AND MATERIALS: Flash cards 6- 10, audio tracks 18-20, Phonics card 5-6.

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	<ul style="list-style-type: none"> - Greeting - Play HELLO SONG, ask student to sing along. - Class Rules 	whole class
Review	<p>Let's chant track 09</p> <ul style="list-style-type: none"> - Place Phonics cards 1-2 on the board. - Students chant and point to the correct one. 	whole class
Present information	<p>Lead in:</p> <ul style="list-style-type: none"> - Draw the uppercase C and lowercase c on the board. - Say the sound /k/. 	whole class

	<ul style="list-style-type: none"> - Draw dotted outlines of the uppercase C and lowercase c on the board. - Ask different students to come to the board and connect the dots. 	
Guided practice	<p style="text-align: center;"><i>1. Listen, point, and repeat. Write. Track 19</i></p> <ul style="list-style-type: none"> - Play track 08, listen and point. - Play again, ask students to listen and point. - Play again, ask students to listen and repeat. - Model the writing activity. <p style="text-align: center;"><i>2. Listen and chant: track 20</i></p> <ul style="list-style-type: none"> - Point to the picture and say: “A cat in a car.”. - Play the recording, ask students to listen to the chant. - Put Phonics cards 5-6 in different places around the room. - Play the chant again. - Students point to the cards. - Play the chant again, pause for students to repeat. 	
Pair/ group practice	<ul style="list-style-type: none"> • Below level: - Divide the class into two groups: “cat” and “car.” - Play the chant again. Each group should stand up and sit down again when they hear their word. • At level: - Divide the class into two groups: “cat” and “car.” - Play the chant again. - When the ‘cats’ hear the word cat, they pretend to be a cat stroking its ears with its paws. When the ‘cars’ hear the word car, they pretend to drive, using their hands on the steering wheel. - Switch groups and repeat. • Above level: - Students do both mimes for the ‘cat’ and the ‘car’. 	groups

	<ul style="list-style-type: none"> - Students draw the letter c in the air when they hear the /k/ sound each time. <li style="text-align: center;">3. Connect the letter Cc. Stick and say. - Say <i>Let's connect letters!</i> - Connect line in blue, saying /k/ at each letter. - Next, point to the letter <i>c</i> and the letter <i>C</i> and ask the children: Is it /k/? - Say Now your turn! - Ask students to connect and say. - Say <i>Let's stick!</i> Hold up the <i>c</i> sticker and model placing it in the book in the correct position, while saying /k/. <li style="text-align: center;">4. Workbook page 12. - Ask student to do exercise in workbook p.12. - Go around to help and encourage the students. 	individuals
Conclusion	<p>Telephone game:</p> <ul style="list-style-type: none"> - Whisper a word (C, car, cat) into the ears of the first students in each row. - They whisper the word into the next student's ear in their row until the whisper gets to the last student in the row. - The last student in the row has to say out the word. - The team that get the pronunciation right scores a point. 	

WEEK 15

Date of preparing: 30/11/2023

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

Period: 12

UNIT 1: WHAT COLOR IS IT?
LESSON 4: NUMBERS

I. AIMS: Students know how to recognize numbers 3, 4 and count 3, 4.

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

- recognize and say the numbers 3 and 4.
- use the numbers 3 and 4 in the context of a song.

III. LANGUAGE:

Language focus: *listening, speaking*

Vocabulary: *3, 4, three, four, white, count*

Review: *1, 2, one, two, apples*

IV. RESOURCES AND MATERIALS: *Audio tracks 21-22, Phonics cards 1-6, paper and pencils, worksheet p.12*

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	<ul style="list-style-type: none"> - Play HELLO SONG, ask student to sing along. - Ask students to greet each other in pairs. - Remind students about Class Rules. - Stick Class Rules on the board. 	whole class
Review	<p>Chant (P.6)</p> <ul style="list-style-type: none"> - Place flashcards on the board Phonics 1-2, and write letter A. - Play the chant. - Students listen, chant and point to the correct cards. 	whole class
Present information	<p>Lead in:</p> <ul style="list-style-type: none"> - Draw 3 apples on the board and say 3. - Model the word for children to repeat. - Write number 3 on the board and say THREE. 	whole class

	<ul style="list-style-type: none"> - Draw dotted outlines of the number 3 on the board and demo how to write them. - Do the same steps to teach number 4. 	
Guided practice	<p>1. Listen, point, and repeat. Write. Track 21</p> <ul style="list-style-type: none"> - Play track 21, listen and point. - Play again, ask students to listen and point. - Play again, ask students to listen and repeat. - Model the writing activity. - Ask students to trace and write the numbers. <p>2. Point and sing: track 22</p> <ul style="list-style-type: none"> - Point to the picture and count. - Ask students to repeat. - Read the song. Ask students to repeat. - Play all of the song. - Ask students to listen and point to the pictures as they hear the words. <p>3. Count, circle, and say.</p> <ul style="list-style-type: none"> - Point to the picture and say: boy, apple, car, bat, cat. - Point to the two boys and count: one ... two ... two boys. - Encourage the children to count and circle with you. - Point to the apple in the box and then point to and circle the apple in the main picture. Say: one ... one apple. - Continue with <i>car, bat and cat.</i> 	
Pair/ group practice	<ul style="list-style-type: none"> • Below level: after counting each item, draw it and write the number on the board next to it for visual support. • At level: ask students to draw the number answers in the air each time you have finished counting. • Above level: - Ask the students to ‘draw’ their answers (they will 	groups

	<ul style="list-style-type: none">- After writing and drawing, they have to say: “Stop the bus”.- The winner is the group can read, write and draw correctly.- Model first.- Give stickers.	
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Kiểm tra ngày 02/12/2023

Tổ trưởng



Huỳnh Thị Yên Trang

WEEK 16

Date of preparing: 30/11/2023

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

Period: 13

UNIT 1: WHAT COLOR IS IT?
LESSON 5: SOUNDS AND LETTERS

I. AIMS: Students know how to recognize D and pronounce /d/.

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

- recognize the upper- and lowercase forms of the letter D and associate them with the sound /d/.
- pronounce the sound /d/ on its own and at the beginning of words.
- be familiar with the name of the letter D.

III. LANGUAGE:

Language focus: listening, speaking and reading

Vocabulary: dog, duck, and

IV. RESOURCES AND MATERIALS:

Audio tracks 23-24

Phonics card7-8, work sheet p. 13

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	<ul style="list-style-type: none"> - Greeting - Play HELLO SONG, ask student to sing along - Class Rules 	whole class
Review	<p>Telephone game:</p> <ul style="list-style-type: none"> - Divide the class into 4 teams. - Ask each team to stand in a row. - Whisper a number (one, two, three, four) into the ears of the first students in each row. - They whisper the word into the next student's ear in their row until the whisper gets to the last student in the row. 	whole class

	<ul style="list-style-type: none"> - The last student in the row has to clap his hands the correct number. - The team with the correct answer scores a point. 	
Present information	<p>Lead in:</p> <ul style="list-style-type: none"> - Draw the uppercase D and lowercase d on the board. - Say the sound /d/. - Draw dotted outlines of the uppercase D and lowercase d on the board. - Ask different students to come to the board and connect the dots. 	whole class
Guided practice	<p>1. Listen, point, and repeat. Write. Track 23</p> <ul style="list-style-type: none"> - Play track 23, listen and point. - Play again, ask students to listen and point. - Play again, ask students to listen and repeat. - Model the writing activity. <p>2. Listen and chant: track 24</p> <ul style="list-style-type: none"> - Point to the picture and say: "A dog and a duck." - Play the recording, ask students to listen to the chant. - Put Phonics cards 7-8 on the board. - Play the chant again. - Students point to the cards. - Play the chant again, pause for students to repeat. 	
Pair/ group practice	<ul style="list-style-type: none"> • Below level: Stick the phonics cards in the opposite sides of the room and ask children to point to the correct one when they hear the different words as they chant. • At level: <ul style="list-style-type: none"> - Teach them the sounds that dogs and ducks make: dog says <i>woof, woof, woof</i>; and duck says <i>quack, quack, quack</i>. - Play the chant again for children to say the sounds in 	

Conclusion	Guessing game <ul style="list-style-type: none">- Ask 1 student to stand in the front.- Show other students a flashcard (duck, car, cat, dog).- They must give their classmates clues by making the sound.- The student in the front has to make a guess.	whole class
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WEEK 16

Date of preparing: 30/11/2023

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

Period: 14

UNIT 1: WHAT COLOR IS IT?
LESSON 6: STORY

I. AIMS: Students know that it is good to be clean and tidy.

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

- *understand a short story.*
- *understand that it is good to BE CLEAN AND TIDY.*
- *review and consolidate language introduced in unit 1.*

III. LANGUAGE:

Language focus: *listening, speaking*

Vocabulary: *review unit 1*

IV. RESOURCES AND MATERIALS: *Flashcards 6-10, audio tracks 2, 18, 25, video unit 1, worksheet p.14*

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	<ul style="list-style-type: none"> - Greet students. Hello song - Ask students to sing along the song. - Stick Class Rules 	whole class
Review	<p>Beanbag Game (<i>review: numbers 1, 2, 3 and 4, letters A, B, C and D</i>)</p> <ul style="list-style-type: none"> - Tell students the rules of the game. - Play a song. - While the song is playing, students pass a bag to the person next to them (<i>hand by hand</i>). - Whenever the song is stopped, the person who is holding 	whole class

	<ul style="list-style-type: none"> - Ask students to look at the pictures in part 1 - Point to the first picture in number 1 and ask: Clean or dirty? - Ask: What can we do? and point to pictures a, b, c, and d. - Students say: b - Say: Clean them! Great! It's good to be clean! - Ask them to share their ideas. - Do the same steps for numbers 2, 3 and 4. - Tell them: "It is good to be clean and tidy!" - Ask them to repeat. <p>PART 2</p> <ul style="list-style-type: none"> - Ask students to look at pictures in part 2. - Students choose the tidy room. - Students color it. 	
Conclusion	<p>Goodbye song Students sing along. https://youtu.be/9tCSI_2ykgs (Easy Goodbye Song For Children)</p>	individuals

Kiểm tra ngày 02/12/2023

Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 17

Date of preparing: 30/11/2023

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

Period: 16

UNIT 1: WHAT COLOR IS IT?
CULTURE 1: BIRTHDAY IN CANADA

I. AIMS: Students know how birthdays are celebrated in Canada.

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

- *learn words associated with birthdays.*
- *learn how birthdays are celebrated in Canada.*
- *make a card.*

III. LANGUAGE:

Language focus: *listening, speaking*

Vocabulary: *cake, candle, gift, party, happy birthday*

IV. RESOURCES AND MATERIALS: *Flashcards 47-52, audio tracks 88*

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	<ul style="list-style-type: none"> - Greet students. Hello song - Ask students sing along the song. - Ask students to say aloud 4 class rules. - Stick Class Rules on the board. 	whole class
Review	<p>Pass the balls game</p> <ul style="list-style-type: none"> - Tell students the rules of the game. - Play a song. - While the song is playing, students pass 2 balls (blue and red) to the person next to them (<i>hand by hand</i>). - Whenever the song is stopped, the person who is holding the blue ball must stand up, hold up 1 school thing and ask: <i>What color is it?</i> And the person who is holding the red ball must stand up and answer: <i>It's.....</i> 	whole class

	<ul style="list-style-type: none"> - Stop the song several times to get more students to ask and answer. 	
Present information	<p>Lead in:</p> <ul style="list-style-type: none"> - Wear a party hat on your head - Say: It's my birthday today. - Ask students to sing Happy birthday song for you - Use flashcards to teach new words <p>What's missing? Game</p> <ul style="list-style-type: none"> - Place the flashcards on the board - Ask students to close their eyes - Remove one flashcard, ask: What's missing? - Students open their eyes, raise their hand to answer 	whole class
Guided practice	<p>1. Listen, point, and repeat. Track 89</p> <ul style="list-style-type: none"> - Play the first part of the track for children to listen and point to the flags. - Play the second part of the track for children to point to and repeat the words. - Play several times if necessary. <p>2. Look and point.</p> <ul style="list-style-type: none"> - Look at the picture of the birthday card together, and ask: <i>What is it? What country is it from? Whose birthday is it? How old is he? Ask What else they can see.</i> - Say: "Let's have a party!" and "Happy birthday, George!" and read these aloud as you follow the words with your finger. - In Vietnamese, talk about birthdays in Viet Nam and if there are any similarities or differences between them and birthdays in Canada. - Ask students if they give gifts or cards, like this one. - Ask them if they have a party for their birthday, and if so who with and what they do. 	groups

WEEK 17

Date of preparing: 30/11/2023

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

Period: 16

UNIT 1: WHAT COLOR IS IT?
CONSOLIDATION AND TEST UNIT 1

I. AIMS: Students do test 1.

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

- *Review unit 1.*
- *Check their understanding about colors, counting 3-4.*
- *Get feedback for students' learning as well as teacher's teaching.*

III. LANGUAGE:

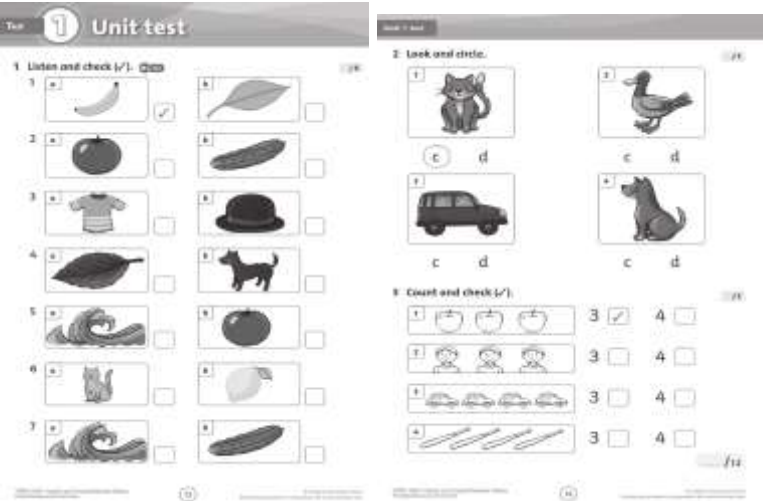
Language focus: *listening, speaking*

Vocabulary: *review unit 1*

IV. RESOURCES AND MATERIALS: *flashcards, audio tracks, worksheet P. 15, 16*

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	<ul style="list-style-type: none"> - Greet students. Hello song - Ask students sing along the song. - Ask students to say aloud 4 class rules. - Stick Class Rules on the board. 	whole class
Review	<p>Telephone game (red, black, blue, green, yellow)</p> <ul style="list-style-type: none"> - Whisper a word into the ears of the first students in each row. - They whisper the word into the next student's ear in their row until the whisper gets to the last student in the row. - The last student in the row has to say out the word and hold up the correct color flashcard. 	whole class

	- The team that get the pronunciation right scores a point.	
Test	<ul style="list-style-type: none"> Show them how to do step by step. Give an example. Students do the test. 	whole class
Conclusion	<ul style="list-style-type: none"> Students hand in their paper. <p>Goodbye song</p> <ul style="list-style-type: none"> Students sing along. 	individuals

Duyệt ngày 07/12/2023

PHÓ HIỆU TRƯỞNG

Nguyễn Thị Thanh Hải

Kiểm tra ngày 02/12/2023

TỔ TRƯỞNG



Huỳnh Thị Yến Trang