

WEEK 22

Date of preparing : 28/01/2024

Date of teaching: 13/02-16/02/2024

Period: 25

**UNIT 3: IS IT A PLANE?
LESSON 1: WORDS**

I. AIMS: Students know how to say 5 toys

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

- identify 5 toys
- use the toy words in the context of a chant

III. LANGUAGE:

Language focus: listening, speaking

Vocabulary: plane, puppet, robot, balloon, teddy bear
It's OK, bad

IV. RESOURCES AND MATERIALS:

Flash cards 16-20, audio tracks 1, 37-38
Stickers, worksheet p.24

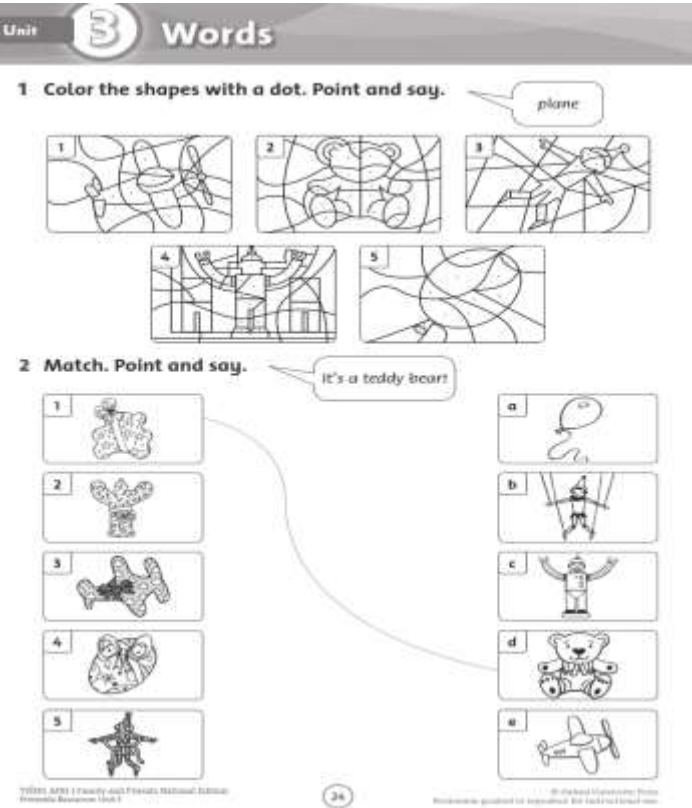
V. TEACHING PROCEDURES:

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>Simon says</p> <ul style="list-style-type: none"> - Ask students to stand at their desks. - Tell them the rule: If the instruction begins with the words Simon says, children must do as you say. If not, they should stand still and wait for the next instruction. Student who gets this wrong is out of the game and has to sit down. <p><i>Simon says point to your desk; Simon says point to something red; Simon says point to your notebook; Sit in your chair; touch your desk..</i></p> <ul style="list-style-type: none"> - Continue the game until there is one winner left standing, or a group of winners if you prefer 	whole class
Present information	<p>Lead in: <i>Tell your students: today is Billy's birthday, we are going to buy him a present!</i></p> <ul style="list-style-type: none"> - Use Flashcards 16-20 to introduce the vocabulary for this lesson. - Hold the flashcards up one at a time and ask: <i>What's this?</i> - Say the words for children to repeat in chorus. - Put the flashcards in different places around the room. - Say a word. - Students point to the card and repeat the word in chorus. 	whole class
Guided practice	<p><i>1. Listen and point. Track 37</i></p> <ul style="list-style-type: none"> - Play the track 37, listen and point - Play again, ask students to listen and point - Play again, ask students to listen and repeat • Below level: Provide extra practice of the words by giving the flashcards to individual children to hold up for the rest of the class to call out the word. 	

	<p>When all the words have been called out the children give their cards to other members of the class.</p> <ul style="list-style-type: none"> • At level: What’s missing? • Put Flashcards 16–20 on the board for the children to say what toys you have for play time. • Ask the children to close their eyes (and put their heads down on the desk). Remove one flashcard and rearrange the others. Tell children to open their eyes and ask the class to tell you what is missing • Repeat this several times, removing a different card each time. • Above level: Practice the game as described above but take away two flashcards each time. <p>2. Listen and chant. Track 38</p> <ul style="list-style-type: none"> - Students listen to track 38 - 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 toy word - Students listen and chant along 	
<p>Pair/ group practice</p>	<p>3. Point and say. Stick</p> <ul style="list-style-type: none"> - Show students how to do: <ul style="list-style-type: none"> • Point to the toy pictures • Say:” <i>Let’s stick!</i>” • Stick the sticker and say: “Plane” - Ask students to work in pairs to say and stick - Go around to help 	<p>groups</p>

	<p>Worksheet</p> <p>Part 1:</p> <ul style="list-style-type: none">- Model first- Point to each toys and ask students: What is it?- Ask students to color- Ask students to work in pairs, say and color <p>Part 2:</p> <ul style="list-style-type: none">- Model first- Match and say: It's a teddy bear."	<p>Pairs</p> <p>Pairs</p> <p>individuals</p>
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	 <p>Unit 3 Words</p> <p>1 Color the shapes with a dot. Point and say. plane</p> <p>2 Match. Point and say. It's a teddy bear!</p>	
<p>Conclusion</p>	<p>4. Workbook p.22</p> <ul style="list-style-type: none"> - Ask student to do exercise in workbook p.22 - Go around to help and encourage the students <p>Guessing game</p> <ul style="list-style-type: none"> - Divide the class into three teams. - Ask a student to draw a toy on the board and ask students to guess what it is - Give each team 30 seconds to guess as many drawings as they can. 	<p>groups</p>

WEEK 22

Date of preparing : 28/01/2024

Date of teaching: 13/02-16/02/2024

Period: 26

UNIT 3: IS IT A PLANE?
LESSON 2: GRAMMAR AND SONG

I. AIMS: Students know how to ask and answer about toys, and use Yes/ No questions

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

- ask question:” Is it a plane?”
- answer: “Yes, it is./ No, it isn’t”
- sing a song

III. LANGUAGE:

Language focus: listening, speaking

Vocabulary: Is it a (plane)? Yes, It is./ No, it isn’t

Review: plane, car, robot, puppet, balloon, teddy bear

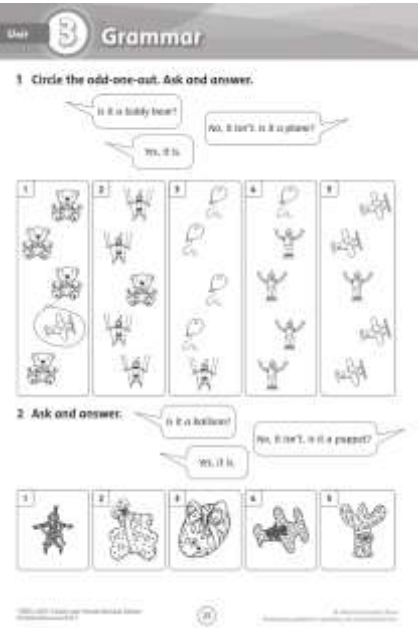
IV. RESOURCES AND MATERIALS:

Flash cards 16-20, audio tracks 39-40, worksheet (printable resources P.25)

V. TEACHING PROCEDURES:

STAGES	TEACHER’S ACTIVITIES	NOTES
Warm up	- Greeting - Sing Hello song - Class rules	whole class
Review	Slow reveal	whole class

	<ul style="list-style-type: none"> - Place Flashcards 16–20 on the board and cover each picture with a piece of paper. - Very slowly move the paper to reveal the picture, little by little. - Ask <i>What's this?</i> The first student to guess correctly comes to the front to choose the next card. - Continue the game until you have practiced all of the words from the vocabulary set. 	
Present information	<p>Lead in:</p> <ul style="list-style-type: none"> - Put a toy in a bag. - Show the bag to the class so that they can't see what's inside. - Turn to the class, look inside the bag, and say <i>It's a toy!</i> <p>Encourage the children to ask you questions <i>Is it a ...?</i></p>	whole class
Guided practice	<ol style="list-style-type: none"> 1. Listen and repeat track 39 <ul style="list-style-type: none"> - Play track 39, listen and point - Play again, ask students to listen and point - Play again, ask students to listen and repeat 2. Listen and sing. Track 40 <ul style="list-style-type: none"> - Point to the picture and say: <i>Is it a plane?</i> - Elicit the answer: <i>Yes, it is./ No, it isn't.</i> - Repeat with all toys with the whole class. - Play the song. - Demonstrate an action for each toy. - Play the recording again and students listen and point to the toys as they hear the words. - Practice several times singing and doing the actions. 	Whole class

	 <p>3 Grammar</p> <p>1 Circle the odd-one-out. Ask and answer.</p> <p>Is it a teddy bear? No, it isn't. It is a cat? Yes, it is.</p> <p>2 Ask and answer.</p> <p>Is it a doll? No, it isn't. Is it a puppet? Yes, it is.</p> <p>- Students work in pair ask and answer - Move around to help</p> <p>4. Workbook p. 23</p> <p>- Ask student to do exercise in workbook p.23 - Go around to help and encourage the students</p>	individuals
Conclusion	<p>Draw and say</p> <p>- Ask students to draw their favorite toy on their mini board - Ask them not to show their picture to their partners - Students work in pair guessing what toy it is by asking: "Is it a...?"</p>	pairs

Kiểm tra ngày 02/02/2024

Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 23

Date of preparing : 28/01/2024

Date of teaching: 19-23/02/2024

Period: 27

UNIT 3 : IS IT A PLANE?
LESSON 3 : SOUNDS AND LETTERS

I. AIMS: Students know how to recognize G and pronounce /g/

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

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

III. LANGUAGE:

Language focus: listening, speaking

Vocabulary: girl, guitar
with

IV. RESOURCES AND MATERIALS:

Flash cards 16-20, audio tracks 40, 42

Phonics card 13-14, stickers

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	- Greeting	whole class

	<ul style="list-style-type: none"> - Play HELLO SONG, ask student to sing along - Class rules 	
Review	<p>Sing and point (track 40)</p> <ul style="list-style-type: none"> - Place Flashcards 16-20 around the classroom. - Play the song from Lesson 2 (Track 40) of the unit. - Students point to the correct flashcard when they hear the word. 	whole class
Present information	<p>Lead in:</p> <ul style="list-style-type: none"> - Draw the uppercase G and lowercase g on the board. - Say the sound /g/. - Draw dotted outlines of the uppercase G and lowercase g 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 41</p> <ul style="list-style-type: none"> - Play track 41, 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 42</p> <ul style="list-style-type: none"> - Point to the picture and say: “A girl with a guitar.” - Play the recording, ask students to listen to the chant. - Put Phonics cards 13-14 in different places around the room. - Play the chant again - Students point to the cards. - Play the chant again, pause for students to repeat. 	

	<p>They whisper the word into the next student's ear in their row until the whisper gets to the last student in the row.</p> <p>The last student in the row has to say out the word.</p> <p>The team or teams that get the pronunciation right scores a point.</p>	
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WEEK 23

Date of preparing : 28/01/2024

Date of teaching: 19-23/02/2024

Period: 28

UNIT 3: IS IT A PLANE?
LESSON 4: NUMBERS

I. AIMS: Students know how to recognize numbers 7, 8 and count 7, 8

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

- recognize and say the numbers 7 and 8
- use the numbers 7 and 8 in the context of a song

III. LANGUAGE:

Language focus: listening, speaking

Vocabulary: 7, 8, seven, eight

Review: 1, 2, 3, 4,5, 6, count, cars, balloons

IV. RESOURCES AND MATERIALS:

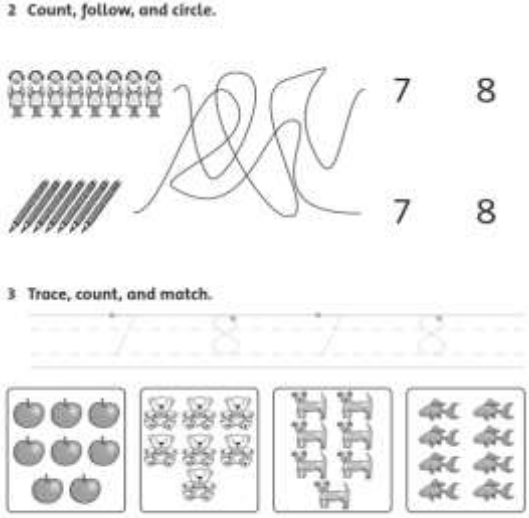
Audio tracks 43-44, Flashcards 16-20, worksheet p.26, phonics cards 9-10

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	Beanbag circle (toys, numbers 1,2,3,4,5, 6, phonics cards: e, f, g)	whole class

	<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 (hand by hand). - Whenever the song is stopped, the person who is holding the bag must stand up and take out a picture. Student looks and says. - Stop the song several times to get more students to say. 	
Present information	<p>Lead in:</p> <ul style="list-style-type: none"> - Draw 7 balloons on the board, count and say 7 - Model the word for children to repeat. - Write number 7 on the board and say SEVEN. - Draw dotted outlines of the number 7 on the board and demo how to write them. - Do the same steps to teach number 8 	whole class
Guided practice	<p>1. Listen, point, and repeat. Write. Track 43</p> <ul style="list-style-type: none"> - Play track 43, 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 44</p> <ul style="list-style-type: none"> - Point to the picture cars and count. - Ask students to repeat - Read the song. - Ask students to repeat. - Play all of the song 	Whole class

	<ul style="list-style-type: none"> - Ask students to listen and point to the pictures as they hear the words. - Play the song again, ask students to sing along. <p>3. Count, circle and say:</p> <ul style="list-style-type: none"> - Ask: <i>How many balloons?</i> Circle each balloon and encourage the children to count them with you. Elicit <i>seven balloons</i> from the class. Say <i>Seven balloons</i>. - Ask students to work in pair, look and count the teddy bears, car, robots, planes 	<p>pairs</p>
<p>Pair/ group practice</p>	<ul style="list-style-type: none"> • Below level: Complete Exercise 3 as described. Practice counting the objects in the picture several times in pair • At level: Ask children to trace answers in the air as well as saying them aloud. • Above level: Ask children to count the cars, planes, robots, and teddy bears. Tell them to count quietly on their own. <ul style="list-style-type: none"> - Go through the answers with the class and write them on the board next to a flashcard of each toy. - Ask individual children to stand up and show the answers by counting on their fingers for the class. - <p>Let's talk</p> <ul style="list-style-type: none"> - Point to the picture and speech bubble. Say SEVEN. And ask: What is the boy holding? to elicit the answer: Seven balloons. - Students work in pairs and take turns holding up 7 or 8 same things, and saying the correct numbers and words. 	<p>pairs</p> <p>individuals</p> <p>pairs</p>

	<p>4. Workbook p.25</p> <ul style="list-style-type: none"> - Ask student to do exercise in workbook p.25 - Go around to help and encourage the students 	<p>individuals</p>
<p>Conclusion</p>	<p>Pair work: using printable resources P.26</p> <ul style="list-style-type: none"> - Ask students to work in pair - Model how to do on the board 	<p>pairs</p>

Kiểm tra ngày 02/02/2024

Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 24

Date of preparing : 28/01/2024

Date of teaching: 26/02-01/3/2024

Period: 29

UNIT 3: IS IT A PLANE?
LESSON 5: SOUNDS AND LETTERS

I. AIMS: Students know how to recognize ***h, i*** and pronounce /*h/*, /*i/*

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

- recognize the upper- and lowercase forms of the letter ***h, i*** and associate them with the sound /*h/*, /*i/*
- pronounce the sound /*h/*, /*i/* on its own and at the beginning of words
- be familiar with the name of the letter ***h, i***

III. LANGUAGE:

Language focus: listening, speaking and reading

Vocabulary: hat, horse, insect, ill

Look at

IV. RESOURCES AND MATERIALS:

Audio tracks 45-46

Phonics card 15-18, work sheet p. 27

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>Jump</p> <ul style="list-style-type: none"> • Ask students to stand by their desks. • Hold up a flashcard from the vocabulary set (Flashcards 16–20) and say a word. • If the word is the same as the flashcard, they jump. If it isn't, they stand still. 	whole class
Present information	<p>Lead in:</p> <ul style="list-style-type: none"> - Draw the uppercase H, I and lowercase h, i on the board. - Say the sound /h/, /i/ - Draw dotted outlines of the uppercase H, I and lowercase h, i on the board. - Ask different students to come to the board and connect the dots. 	whole class
Guided practice	<p><i>1. Listen, point, and repeat. Write. Track 45</i></p> <ul style="list-style-type: none"> - Play track 45, 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 46</p> <ul style="list-style-type: none"> - Point to the picture and say: "A horse with a hat." - Point to the insect and say: "an insect... it's ill." - Play the recording, ask students to listen to the chant. - Put Phonics cards 15-18 on the board. - Play the chant again - Students point to the cards. - Play the chant again, pause for students to repeat. 	groups

	<p>3 Match and say.</p> <p>Gg Hh Ii</p>  <p><small>© Pearson Education Limited 2012 Reproduction permitted in accordance with educational license</small></p>	
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WEEK 24

Date of preparing : 28/01/2024

Date of teaching: 26/02-01/3/2024

Period: 30

**UNIT 3 : IS IT A PLANE?
LESSON 6: STORY**

I. AIMS: Students know that they must be kind to others

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

- understand a short story
- understand that it is good to be kind to others
- review and consolidate language introduced in unit 3

III. LANGUAGE:

Language focus: listening, speaking

Vocabulary: review unit 3

IV. RESOURCES AND MATERIALS:



Flash cards 16-20, audio tracks 2, 40, 47, video unit 3, worksheet p.28

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	Song track 44 <ul style="list-style-type: none"> - Place flashcards on the board - Play the song from Lesson 2 to review the vocabulary for this lesson - Ask students to sing along and point to the correct flashcards 	whole class
Present information	Lead in: <ul style="list-style-type: none"> - hold up Flash cards: Rosy, Tim, Billy - Ask: <i>Who's this?</i> - Ask: <i>What's this?</i> using Flashcards 16-20 - Ask students to guess where they are and what they are doing (in Vietnamese) 	whole class
Guided practice	Video unit 2 <ul style="list-style-type: none"> - Play the video clip - Pause the video, ask students to guess:” What happens next?” - Students can answer in Vietnamese <ul style="list-style-type: none"> 1. Listen to the story. Track 47 - Play the track - Ask the students to point to each characters as they listen to the story. - Ask students: <i>What does Tim do when Billy jumps on the present? Is Tim good or bad?</i> (Thumb up for GOOD; thumb down for BAD - Ask students to answer why they think so - Say: Tom is kind. - Ask students about Dad. - Tell students: Dad gives Tim a present. Dad is kind. 	groups

	<ul style="list-style-type: none"> - Ask students to repeat: Be kind to others! • Below level: Play the story again and ask children to point to the different characters as they speak. Pause the audio after each line if necessary. • At level: Choose a line of dialogue and say it to the class. Children identify who says it by shouting out the name of the person. For example, you say I'm Zozo. I'm a robot! Children say Robot! • Above level: After practicing the above activity with a couple of lines, split the class into teams of four and turn the guessing game into a competition. Make a note of the score each time. <p style="text-align: center;">2. Listen and act. track 47</p> <ul style="list-style-type: none"> - Divide the class into groups of four to play the parts of Tim, Billy, Dad and Mom. - Students practice acting out the story with the help of the recording. 	
<p style="text-align: center;">Pair/ group practice</p>	<p style="text-align: center;">3. Workbook p. 27</p> <ul style="list-style-type: none"> - Ask student to do exercise in workbook p.27 - Go around to help and encourage the students <p><u>VALUES: Be kind to others</u></p> <ul style="list-style-type: none"> - Give each student a worksheet <p>PART 1:</p> <ul style="list-style-type: none"> - Ask students to look at the pictures in part 1 - Point to picture boy and ask: Is he kind? - Ask them to share their ideas - Ask students to look and circle the kind ones - Students work in pairs sharing their ideas 	<p style="text-align: center;">individuals</p>

	<ul style="list-style-type: none"> - Say: Be kind to others! - Ask them to repeat. <p>PART 2</p> <ul style="list-style-type: none"> - Ask students to look at pictures in part 2 - Tell them: It is kind to give someone a present on their birthday! - Students choose a present, color and send to the friend next to them <div data-bbox="581 493 1079 1182" style="border: 1px solid black; padding: 5px;"> <p>Unit 3 Values Be kind to others</p> <p>1 Look. Circle the good actions.</p>  <p>2 Choose a present for your friend. Color.</p>  </div>	
<p>Conclusion</p>	<p>Goodbye song Students sing along</p>	<p>individuals</p>

Duyệt ngày 19/02/2024

PHÓ HIỆU TRƯỞNG

Nguyễn Thị Thanh Hải

Kiểm tra ngày 02/02/2024

Tổ trưởng



Huỳnh Thị Yên Trang