

WEEK 25

Date of preparing: 29/02/2024

Date of teaching: 04/3-08/3/2024

Period: 31

UNIT 3: IS IT A PLANE?
CULTURE 3 : SOCCER IN THE U.K.

I. AIMS: Students know about soccer in the U.K.

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

- learn words associated with soccer
- talk about your favorite sport

III. LANGUAGE:

Language focus: listening, speaking


Vocabulary: ball, T-shirt, kick, score a goal

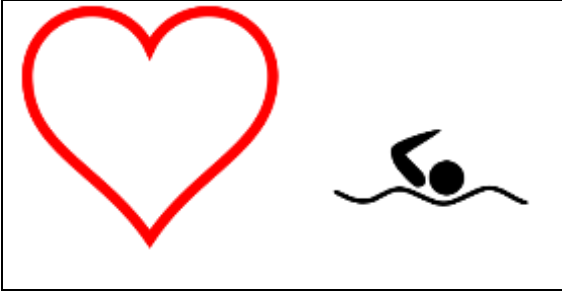
IV. RESOURCES AND MATERIALS:

Flash cards 62-65, audio tracks 92-93

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</p> <ul style="list-style-type: none"> - Tell students the rules of the game. - Place all the phonic cards on the board. - Divide the class into 4 teams - Ask each team to stand in a row - Whisper a letter (A, B, C, D, E, F, G, H, I) into the ears of the first students in each row. - They whisper the letter 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 run to the board, hold up the phonic card and say the correct letter. - The team with the correct answer scores a point. 	whole class
Present information	<p>Lead in:</p> <ul style="list-style-type: none"> - Play the video <p>https://youtu.be/NGf--TVrc4g</p>	whole class

	<p>(the soccer song) Or show them a picture</p>  <p>- Ask students: What's this? (point to a ball) What are they wearing? What sport is it? - Point to the children in student book and ask: Where are they from? (show them the flag as a suggestion) - Tell them: In the U.K., children learn playing football at school. - Use flashcards to teach new words</p>	
<p>Guided practice</p>	<p>1. Listen, point, and repeat. Track 92</p> <ul style="list-style-type: none"> - Play the first part of the track - Students listen and point. - Play the second part of the track - Students point and repeat. - Play several times if necessary. <p>Pass the flashcards:</p> <ul style="list-style-type: none"> • Hand out the flashcards to different students • Play some music which the students will enjoy. • Have the students pass the cards to a friend next to them. • Stop the music and ask <i>What is it?</i> to every student holding a card to elicit the new words. <p>2. Listen, read and point. Track 93</p> <ul style="list-style-type: none"> - Point to the pictures and ask: Where are they from? - Encourage students to answer. - Play the track - Students listen and repeat. <p>Ask questions about the pictures: Do you like soccer? What color is her/his T-shirt? Can you name a Vietnamese soccer player?</p> <ul style="list-style-type: none"> - In L1, students think and share the differences and similarities between soccer in Vietnam and soccer in the U.K. 	<p>whole class</p>

	<p>4. Workbook p. 54</p> <ul style="list-style-type: none">- Ask student to do exercise in workbook p.54- Go around to help and encourage the students	
Conclusion	<p>Draw and say</p> <ul style="list-style-type: none">- Ask student to draw a big heart and a picture of their favorite sport- Students work in pair showing their pictures to their partners and telling: <i>My favorite is.....</i> <div data-bbox="550 660 1114 952">A rectangular box containing two simple drawings. On the left is a large red outline of a heart. On the right is a black silhouette of a person swimming, with their head above water and arms and legs in a swimming motion.</div>	

WEEK 25

Date of preparing: 29/02/2024

Date of teaching: 04/3-08/3/2024

Period: 32

UNIT 3: IS IT A PLANE?**CONSOLIDATION AND TEST UNIT 3****I. AIMS:** Students do test 1**II. OBJECTIVES:** By the end of this lesson, students will be able to

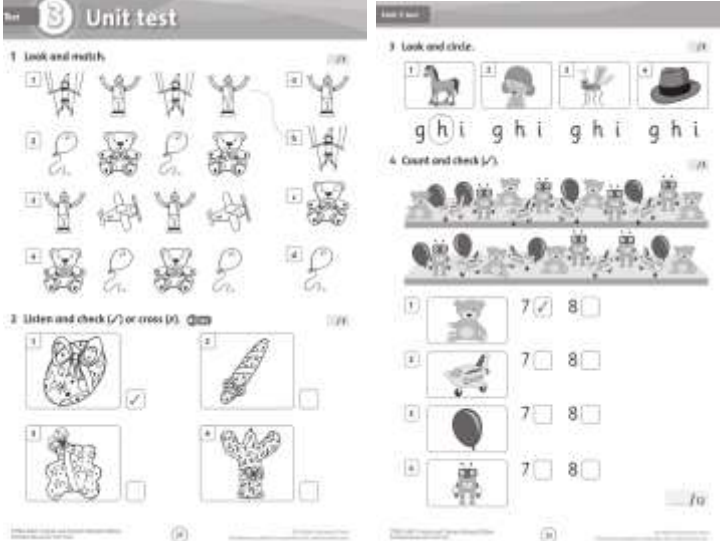
- Review unit 1
- Check their understanding about colors, counting 3-4
- Get feedback for students' learning as well as teacher's teaching


III. LANGUAGE:**Language focus:** listening, speaking**Vocabulary:** review unit 1**IV. RESOURCES AND MATERIALS:**

Flash cards, 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>Running dictation(toys, numbers 7, 8, phonics cards: h, i)</p> <ul style="list-style-type: none"> - Put the students in groups of 5. - A writer in each group write down on the mini board: 1-8 - Four runners in each group take turns to run to read the words on the wall. They remember the word and number then run back to read aloud to their writer: <i>One-a balloon</i> - The writer writes it down next to the correct numbers. - They then swap roles. - The winning pair is the team that finishes first - Check for mistakes. If there are mistakes, they must keep walking to check! 	whole class
Test	<ul style="list-style-type: none"> - Show them how to do step by step 	

	<ul style="list-style-type: none"> - Give an example - Students do the test 	<p>whole class</p>
<p>Conclusion</p>	<ul style="list-style-type: none"> - Students hand in their paper Goodbye song Students sing along 	<p>individuals</p>

Kiểm tra ngày 02 tháng 3 năm 2024.
Tổ trưởng

Huỳnh Thị Yến Trang

WEEK 26

Date of preparing: 01/03/2024

Date of teaching: 11/- 15/3/2024

Period: 33

FLUENCY TIME 1

LESSON 1 : Everyday English

I. AIMS: Students know how to use every day English

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

- Use every day English expressions in the classroom
- Review previous units

III. LANGUAGE:

Language focus: listening, speaking

Vocabulary: count, write, sing, jump

1, 2, 3, 4, 5

IV. RESOURCES AND MATERIALS:

Flash cards 16-20, audio tracks 48

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>Do it! (<i>review toys: plane, teddy bear, balloon, puppet, robot</i>)</p> <ul style="list-style-type: none"> • Assign each student a word of toy. • Give instructions for actions specific to the vocabulary. • Hold up a toy flashcard. • Children who have that word assigned to them do the action. • Repeat with all of the flashcards. 	whole class
Present information	<p>Lead in:</p> <ul style="list-style-type: none"> - Mime and say: <i>count, write, sing and Jump</i> - Students listen, repeat and act out - Mime and students say <p>Simon says game</p> <ul style="list-style-type: none"> - Tell students the rule - Say: <i>Simon says write your name!</i> 	whole class

	<ul style="list-style-type: none"> - Model doing this for children to copy. - Say: <i>Simon says Sing the Hello song!</i> and make sure everyone starts singing. - Then say <i>Count to three</i>, without saying Simon says first, to see which children follow the instruction. - Continue with more instructions to find out who is listening well. 	
Guided practice	<ol style="list-style-type: none"> 1. Listen, point, and say. Track 48 <ul style="list-style-type: none"> - Look at the pictures and ask students what they can see. - Play the first part of the track - Students point to the correct part of the pictures. - Play the second part of the track for students to point and repeat the words. 2. Look and say. <ul style="list-style-type: none"> - Point to the first picture and say: <i>Let's sing!</i> then repeat this and encourage students to copy you. - Continue in this way with the next three pictures (<i>Let's write! Let's jump! and Let's count!</i>) - Then point to the pictures in a random order, and elicit the phrases again from the students. 3. Say and do. <ul style="list-style-type: none"> - Read the first line of text and then the speech bubbles and ask the children to follow the words with their fingers. - Call on different individuals to count to four. - Read the next line of text together. And again call on different individuals to come to the board and write their name. - Repeat this with the last two instructions. 	

WEEK 26

Date of preparing: 01/03/2024

Date of teaching: 11/- 15/3/2024

Period: 34

FLUENCY TIME 1
LESSON 2 : CLILL: Science

I. AIMS: Students know some simple classroom instructions**II. OBJECTIVES:** By the end of this lesson, students will be able to

- Use some simple classroom instructions
- Say some parts of body
- Make a poster

III. LANGUAGE:**Language focus:** listening, speaking**Vocabulary:** eyes, ears, mouth,

Look! Listen! Say!


IV. RESOURCES AND MATERIALS:

Flash cards 21-26, audio tracks 46, 49; A3 paper, colored pens and pencils

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	Phonics chant (track 46) <ul style="list-style-type: none"> - Play the chant - Students listen and chant along 	whole class
Present information	Lead in: <ul style="list-style-type: none"> - Use Flashcards to teach new words: <i>eyes, ears, mouth, Look! Listen! Say!</i> - Place Flashcards on the board. - Students repeat and point 	whole class
Guided practice	<ol style="list-style-type: none"> 1. Listen and repeat track 49 <ul style="list-style-type: none"> - Play track 49, listen and point - Play again, ask students to listen and point - Play again, ask students to listen and repeat 2. Match. Point and say. 	Whole

	<p>- Look at the picture together and ask what the children can see.</p> <p>- Point to the teacher and then the three speech bubbles, in turn, and say Look, listen, say.</p> <p>- Then say: <i>Let's match!</i> and show how you trace a line from the speech bubble showing Look! to the girl's eyes, and then say: <i>Look with eyes</i></p> <p>- Repeat this with Listen! and Say! speech bubbles encouraging the children to copy you doing the tracing, and to repeat the answers Ears, and then Mouth.</p> <p><i>Listen with ears.</i></p> <p><i>Say with mouth.</i></p>	
<p>Pair/ group practice</p>	<ul style="list-style-type: none"> • Below level: Point to the eyes, ears, and mouth and drill the words Look! Listen! and Say! at the same time. <p>Stick the flashcards on the board around the picture</p> <p>Point to your eyes then draw a line with your finger to the flashcard. Say Eyes. Repeat with ears and mouth.</p> <p>Have the students do the exercise in workbook p.28+29</p> <ul style="list-style-type: none"> • At level: Teach the following actions for these words: Look! – put your hand above your eyes, Listen! – cup your ear, and Say! – open and close your hands near your mouth. <p>Do the actions and elicit the words. Then say the words for the children to do the actions.</p> <ul style="list-style-type: none"> • Above level: Practice the actions and the 'At level' activity. <p>Put the children into pairs: One child says, for example, <i>Look!</i> and does the action, and the partner says <i>Eyes</i>.</p> <p>The pair practice several times and then swap roles.</p> <p style="text-align: center;">3. Look, point, and say.</p> <p>Have all the class repeat after you: <i>Listen with ears.</i></p>	<p>Groups</p> <p style="text-align: right;">pairs</p>

	<p>Look at the other two pictures in turn and elicit a phrase for each: <i>Say with mouth. Look with eyes.</i></p> <p>Pair work:</p> <ul style="list-style-type: none"> - Students look at the worksheet - Show them how to do - Students finish exercise 1 and 2 - Students work in pair talking about their drawing  <p>4. Make a poster for your classroom.</p> <ul style="list-style-type: none"> - Students work in group of 4 - Give each group a large sheet of plain paper and some colored pens and tell children to make a poster - Students draw pictures of themselves and write the words: eyes, ears, mouth, Look, Say, Listen. 	individuals
Conclusion	<p>Look and color.</p> <ul style="list-style-type: none"> - Explain how to do and model first - Students color the smiley faces depending on how well they feel they understand what they have learned in Starter Unit, Units 1, 2, and 3, and Fluency Time! 1. 	

Kiểm tra ngày 05 tháng 3 năm 2024

Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 27

Date of preparing: 01/03/2024

Date of teaching: 18-21/3/2023

Period: 35

Review 1 Unit 1 – Unit 3

I. AIMS: REVIEW UNIT 1 - 3

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

- Review unit 1 – unit 3
- Check their understanding about counting 1-8
- Get feedback for learning as well as teaching.

III. LANGUAGE:

Language focus: listening, speaking, writing

Vocabulary: review unit 1

IV. RESOURCES AND MATERIALS:

Flash cards, audio tracks, worksheet

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	- Greet students Hello song - Ask students sing along the song - Stick Class rules	whole class
Review unit 1	Asks Ss review about the color: red, green, blue, black, yellow. Make the question: What color is it? – It's red.	whole class
Review unit 2	Ask Ss say: desk, chair, crayon, pencil, notebook. Ask and answer the structure: What's this? It's a desk.	whole class
Review unit 3	Ask Ss say: plane, puppet, robot, balloon, teddy bear.	pairs

	Use the question: Is it a plane? Yes, it is. No, it isn't.	
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WEEK 27

Date of preparing: 01/03/2024

Date of teaching: 18-21/3/2023

Period: 36

Semester test

I/ Listen and match. Nghe và nối.



A



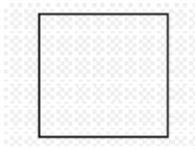
B



C



D



II/ Tick the right answer. Đánh dấu ✓ vào câu trả lời đúng.

0/ What's your name? A/ I'm from Japan. ...✓.... B/ I'm Billy.

1/ What color is it? A/ It's green. B/ It's a pear.

2/ How many? A/ Two B/ It's a robot.

3/ What's this? A/ It's green. B/ This is my nose.

4/ Is it a pencil? A/ Yes, it is. B/ Yes, it's Ok.

III/ Odd one out Khoanh tròn từ khác loại.

0 A n B cat C dog

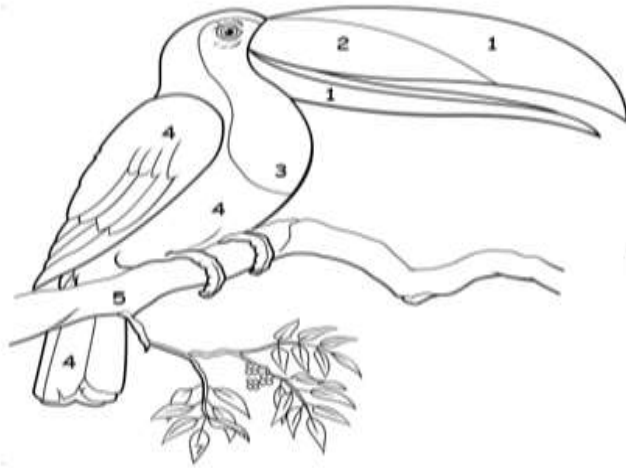
1 A circle B arms C fingers

2 A Japan B Viet Nam C bat

3 A banana B frog C apple






4 A hello B red C blue

VI/ Read and color. (1pt) Đọc và tô màu.



1 blue 2 red 3 black 4 green 5 yellow

VII/ Complete the words with ONE letter. (1 pt) Hoàn thành các từ bằng cách thêm MỘT chữ cái.

<p>0/</p>  <p>f</p> <p>_i__sh</p>	
<p>1/</p>  <p>cooki__</p> <p>_</p>	<p>2/</p>  <p>ch__ir</p>
<p>3/</p>  <p>nos__</p>	<p>4/</p>  <p>croc__dil</p> <p>e</p>

IV/ Rewrite the sentences. Viết lại những câu sau.

0/ name? / What's / your →→→ What's your name?

1
a / It's / notebook.

2
blue. / It / is

3
sandwich. / have / a / I

4
are / my / They / fingers.

THE END

Kiểm tra ngày 02 tháng 3 năm 2024

Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 28

Date of preparing: 01/03/2024

Date of teaching: 25-28/3/2024

Period: 37

UNIT 4 : THEY'RE BEARS!
LESSON 1: WORDS

I. AIMS: Students know how to say 5 animals

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

- identify 5 animals
- use the animal words in the form of a chant

III. LANGUAGE:

Language focus: listening, speaking, reading

Vocabulary: bird, bear, hippo, crocodile, tiger

IV. RESOURCES AND MATERIALS:

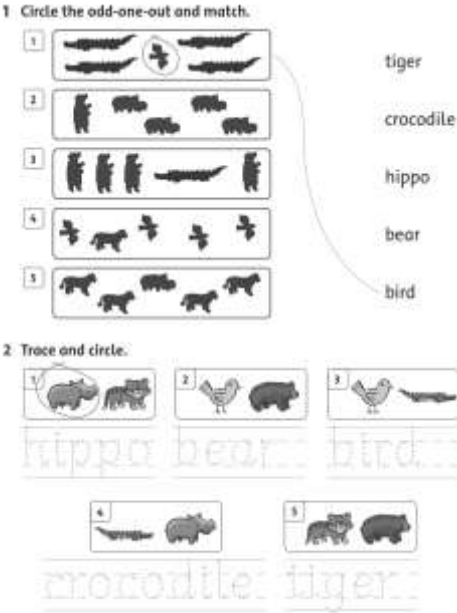
Flashcards 27-31, audio tracks 1, 50-51

Stickers, workbook p.30, worksheet

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	<ul style="list-style-type: none"> - Greet students <p>Hello song</p> <ul style="list-style-type: none"> - 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 stand up; Simon says write your name; Sit in your chair; touch your desk, count to 3,...</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

<p>Present information</p>	<p>Lead in: <i>Tell your students: today we are going to the zoo, what can we see in the zoo?</i></p> <ul style="list-style-type: none"> - Use Flashcards 27-31 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. 	<p>whole class</p>
<p>Guided practice</p>	<p>5. Listen and point. Track 50</p> <ul style="list-style-type: none"> - Play the track 50, listen and point - Play again, ask students to listen and point - Play again, ask students to listen and repeat <p>6. Listen and chant. Track 51</p> <ul style="list-style-type: none"> - Students listen to track 51 and point to the correct flashcards - Demonstrate an action for each word: <i>bird</i> (flap arms), <i>bear</i> (make claws), <i>hippo</i> (snap teeth together), <i>crocodile</i> (snap arms together), <i>tiger</i> (do pouncing actions). - Divide the class into 6 groups - Give each group a flashcard - Play the chant again - Students listen and stand up when they hear their group's animal word - Students listen, chant along and do the action 	
<p>Pair/ group practice</p>	<ul style="list-style-type: none"> • Below level: Instead of teaching the actions above, ask the different groups to stand up when they hear their word. • At level: Complete Exercise 2 as described above. • Above level: Teach the actions as described but ask the whole class to do all the actions in time with the chant. <p>Repeat this several times to chant and do the actions.</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 pictures 	<p>groups</p>

	<ul style="list-style-type: none"> • Say:” Let’s stick!” • Stick the sticker and say: “Tiger” <p>- Ask students to work in pairs to say and stick</p> <p>- Go around to help</p> <p>Worksheet</p> <p>Part 1:</p> <ul style="list-style-type: none"> - Model first - Point to each animal in number 1 and ask students: What is it? - Point to the bird and say: “It’s a bird.” Circle and draw line to match the word - Ask students to work in pairs, ask, say, circle and match <p>Part 2:</p> <ul style="list-style-type: none"> - Model first - Point to the word and say: “Hippo” - Circle the picture of the hippo  <p>4. Workbook p.30</p> <ul style="list-style-type: none"> - Ask student to do exercise in workbook p.30 - Go around to help and encourage the students 	<p>Pairs</p> <p>Pairs</p> <p>individuals</p>
<p>Conclusion</p>	<p>Do it!</p> <ul style="list-style-type: none"> • Use Flashcards 27–31 to review the vocabulary from the previous unit and to energize the class. • Assign each child a word from the vocabulary, e.g., <i>bird, bear, hippo, crocodile, tiger</i>, etc. • Give instructions, e.g., <i>Tigers, roar! Bears, growl!</i> 	<p>groups</p>

	<ul style="list-style-type: none">• Hold up a flashcard. Children who have that word assigned to them do the action. Repeat with all of the flashcards. <p>Draw your favorite animal</p> <ul style="list-style-type: none">- students draw and color their favorite animals- Students work in pairs talking about their picture: <i>I love <u>tigers</u>. My tiger is yellow!</i>	
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WEEK 28

Date of preparing: 01/03/2024

Date of teaching: 25-28/3/2024

Period: 38

UNIT 4 : THEY'RE BEARS!
LESSON 2 : GRAMMAR AND SONG

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

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

- ask question: "What are they?"
- answer: "They are (bears)."
- Recognize plurals with s
- sing a song

III. LANGUAGE:

Language focus: listening, speaking, reading

Vocabulary: What are they? _They are (bears).

IV. RESOURCES AND MATERIALS:

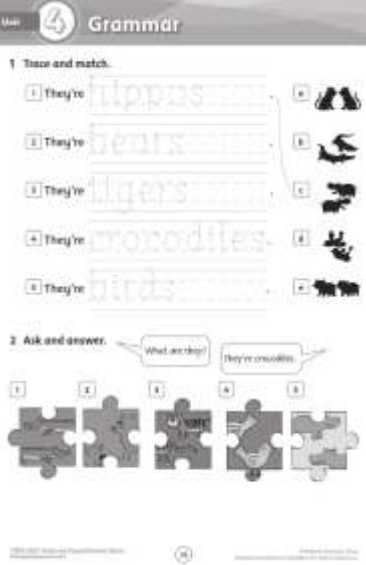
Flash cards 27-31, audio tracks 52-53, worksheet

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>Guessing game</p> <ul style="list-style-type: none"> - read poem: <i>Dear zoo</i> <table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Dear zoo</td> <td>So they sent me (a snake)</td> </tr> <tr> <td>By Rod</td> <td>He was too scary!</td> </tr> <tr> <td>Campbell</td> <td>I sent him back</td> </tr> <tr> <td>I wrote to</td> <td></td> </tr> <tr> <td>the zoo</td> <td>So they sent me (a monkey)</td> </tr> <tr> <td>To send</td> <td>He was too naughty!</td> </tr> <tr> <td>me a pet</td> <td>I sent him back</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>They</td> <td>So they sent me (a frog)</td> </tr> <tr> <td>sent me</td> <td>He was too jumpy!</td> </tr> <tr> <td>(an</td> <td>Oh I sent him back</td> </tr> <tr> <td>elephant)</td> <td></td> </tr> <tr> <td>He was</td> <td>So they thought very hard</td> </tr> <tr> <td>too big!</td> <td>And sent me a puppy</td> </tr> <tr> <td>I sent</td> <td>He was perfect</td> </tr> <tr> <td>him</td> <td>I kept him.</td> </tr> </table>	Dear zoo	So they sent me (a snake)	By Rod	He was too scary!	Campbell	I sent him back	I wrote to		the zoo	So they sent me (a monkey)	To send	He was too naughty!	me a pet	I sent him back			They	So they sent me (a frog)	sent me	He was too jumpy!	(an	Oh I sent him back	elephant)		He was	So they thought very hard	too big!	And sent me a puppy	I sent	He was perfect	him	I kept him.	whole class
Dear zoo	So they sent me (a snake)																																	
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I sent	He was perfect																																	
him	I kept him.																																	

	<p>back.</p> <p>So they sent me (<i>a giraffe</i>) He was too tall I sent him back.</p> <p>So they sent me (a lion) He was so fierce! I sent him back</p> <p>So they sent me (a camel) He was too grumpy! I sent him back</p> <p>- change the animals and adjectives, make the poem familiar to the children. EX: a hippo/big, ... - make the sound or do the actions - ask students to guess - students listen and guess - Continue the game until you have practiced all of the words from the vocabulary set.</p>	<p>https://youtu.be/FbgMWFirwOY</p>
<p>Present information</p>	<p>Lead in:</p> <p>- Hold up flashcard of a bird and say <i>What's this?</i> Elicit <i>It's a bird.</i> Draw one more bird and say <i>What are they?</i> Say <i>They're birds.</i></p>	<p>whole class</p>

	<ul style="list-style-type: none"> - practice of plural form of animals: hippos, bears, tigers, monkeys - Point to the hippos and say <i>What are they? They're hippos.</i> 	
Guided practice	<p style="text-align: center;">2. Listen and repeat track 52</p> <ul style="list-style-type: none"> - Play track 52, listen and point - Play again, ask students to listen and point - Play again, ask students to listen and repeat <p>• Below level: Bring out a flashcard, e.g., tiger. Hold up one finger and say tiger. Hold up three fingers and elicit three tigers. Pretend you can't hear the s. Put your hand behind your ear and make the children shout the word, emphasizing the s. Repeat with different numbers and all the flashcards.</p> <p>• At level: Carry out Exercise 2 as described above.</p> <p>• Above level: Have two children come to the front of the class and stand back-to-back so that the class can only see one child.</p> <ul style="list-style-type: none"> - Whisper to them which animal they will mime, e.g., bear. - The first child mimes being a bear, the class answers bear. - The second child turns around and both children mime. - The class responds with the plural form, bears. - Repeat with different children and animal mimes. <p>3. Listen and sing. Track 53</p> <ul style="list-style-type: none"> - Point to the picture and say: <i>What are they?</i> - Elicit the answer: <i>They are (tigers).</i> - Repeat with all animals with the whole class. - Play the song. - Demonstrate an action for each animal. 	Whole class

	 <p>4. Workbook p. 31</p> <ul style="list-style-type: none"> - Ask student to do exercise in workbook p.31 - Go around to help and encourage the students 	
<p>Conclusion</p>	<p>Poster</p> <ul style="list-style-type: none"> - Ask students to draw a zoo - Place their zoos on the wall - 1 student from each group stands near the poster to answer questions - Students move around, ask their friends about their zoos: <i>What is it? What are they?</i> 	<p>Groups</p>

Duyệt ngày 06/03/2024

PHÓ HIỆU TRƯỞNG

Nguyễn Thị Thanh Hải

Kiểm tra ngày 02/03/2024

Tổ trưởng



Huỳnh Thị Yến Trang