WEEK 14 Date of preparing: 30/11/2023 Date of teaching: 04/12-08/12/2023 Period: 27

UNIT 3: ARE THESE HIS PANTS? LESSON 3: SOUNDS AND LETTERS

I. AIMS: Students know how to recognize T and U and pronounce /t/and / A/.

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

- Recognize the upper- and lowercase forms of the letters T and U.
- Pronounce the sounds /t/ and / Λ /.

III. LANGUAGE:

- Language focus: listening, speaking, writing
- Vocabulary: towel, turtle, umbrella, up
- Look at the (turtle). It has a (towel).
- It goes up.

IV. RESOURCES AND MATERIALS: Audio tracks 42, 45-46, phonics card 32-35, stickers, ...

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	 Greeting Play HELLO SONG, ask student to sing along. Class rules. 	whole class
Review	 Sing and point (track 44). Place flashcards 22-26 around the classroom. Play the song from Lesson 2 (Track 44) of the unit. Students point to the correct flashcards when they hear the words. 	whole class
Presentation	 Lead in: Draw the uppercase T, U and lowercase t, u on the board. Say the sounds /t/ and /Λ /. Draw dotted outlines of the uppercase T, U and lowercase t, u on the board. Ask different students to come to the board and connect 	whole class

	the dots.	
	1. Listen, point, and repeat. Write. Track 45.	whole class
	- 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.	
	2. Listen and chant (track 46).	
	- Play the recording, ask students to listen to the chant.	whole class
Guided Practice	- Put Phonics cards 32-35 in different places around the room.	
Tractice	- Play the chant again.	
	- Students point to the cards.	
	- Play the chant again, pause for students to repeat.	
	3. Stick and say.	whole class
	- Point to the picture and the letter o and elicit sounds $/t/and / a / a$.	whole cluss
	- Say <i>Let's stick</i> ! Hold up the T sticker and model placing it in the book in the correct position, while saying /t/.	individuals
	- Continue with other pictures.	
	4. Point to letters Tt and Uu.	
	- Read the sentences aloud.	individuals
	- Students listen and point to the letters.	
	- Read the sentences again.	
Pair/ Group practice	- Ask students to stand up when they hear the sounds $/t/and / A/.$	
	- Students listen again, point to the letters Tt and Uu.	
	5. Workbook p. 24.	
	- Ask student to do exercises in workbook p.24.	
	- Go around to help and encourage the students to finish the task.	individuals
Conclusion	Matching game: Listen to the sounds and choose the correct words.	whole class

WEEK 14 Date of prepa

Date of preparing: 30/11/2023 Date of teaching: 04/12-08/12/2023 Period: 28

UNIT 3 : ARE THESE HIS PANTS? LESSON 4: NUMBERS

I. AIMS: Students know how to recognize numbers 15, 16 and count 15, 16.

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

- Recognize and say the numbers 15 and 16.
- Use the numbers 15 and 16 in the context of a song.

III. LANGUAGE:

- Language focus: listening, speaking, writing
- Vocabulary: 15, 16, fifteen, sixteen
- **Review:** 1-14, pants, dress

IV. RESOURCES AND MATERIALS: Audio tracks 47-48, ...

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	 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	Game:Look at the picture, count the items and say the number.	whole class
Present information	 Lead in: Write numbers 1-14 on the board. Ask students to count with you. Add 15, 16 to your list. Point to each number and model the word. Demonstrate how to write. Ask students to draw number in the air. 	whole class
Guided practice	<i>1. Listen, point, and repeat. Write. Track 47</i>- Play track 47, listen and point	whole class

	- 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	
	2. Point and sing: track 48	
	- Point to the picture of the dresses/pants and count.	
	- Ask students to count with you.	
	- Play the song	
	- Ask students to listen and point to the pictures as they hear the words.	
	- Play the song again, ask students to sing along.	pairs
	3. Count and say.	
	- Ask: <i>How many T-shirts?</i> Count and elicit 15 T- shirts from the class. Say: <i>Fifteen</i> .	
	- Ask students to work in pair, look and count the dresses, pants, shorts	
	Let's talk	Pairs
	- Point to the picture and speech bubble. Say FIFTEEN . And ask: What does the boy have? to elicit the answer: Fifteen socks.	individuals
Pair/ group practice	- Students work in pairs and take turns saying other numbers.	pairs
	4. Workbook p.25	
	- Ask student to do exercise in workbook p.25	individuals
	- Go around to help and encourage the students	
	Pair work:	pairs
Conclusion	- Ask students to work in pair	
	- Model how to do on the board	

- D sambers	
1 Foundation	
15 16 15 16	
14 jourteen	
14 fourteen	



WEEK 15 Date of preparing: 30/11/2023 Date of teaching: 11/12-15/12/2023 Period: 29

UNIT 3: ARE THESE HIS PANTS? LESSON 5: SOUNDS AND LETTERS

I. AIMS: Students know how to recognize V and pronounce /v/**II. OBJECTIVES:** By the end of this lesson, students will be able to

- Recognize the upper- and lowercase forms of the letter V
- Pronounce the sound /v/

III. LANGUAGE

- Language focus: listening, speaking and writing
- Vocabulary: violin, vase
 - I'm (Victor). I have a (vase).

IV. RESOURCES AND MATERIALS:

Audio tracks 49-50 Phonics card 36-37, work sheet

STAGES	TEACHER'S ACTIVITIES	NOTES
Warmun	- Greeting	whole
Warm up	- Play HELLO SONG, ask student to sing along	class
	- Class rules	
Review	Game: count and say the numbers	whole
		class
	Lead in:	
	- Draw the uppercase V and lowercase v on the board.	
Present	- Say the sound $/v/$	whole
information	- Draw dotted outlines of the uppercase V and lowercase	class
	v on the board.	
	- Ask different students to come to the board and connect	
	the dots.	
	1. Listen, point, and repeat. Write. Track 49	Groups
	- Play track 49, listen and point	
Guided	- Play again, ask students to listen and point	
practice	- Play again, ask students to listen and repeat	
1	- Model the writing activity	
	2. Listen and chant. Track 50	
	- Point to the picture and say the words: Vase, violin	
	- Point to the Victor and say:" I'm Victor. I have a vase."	

	Children find more words that begin with V	
Conclusion	Tt Uu Vv	
	2 Match and say.	
	- Ask them to match and say	
	Pair work - Show them how to do.	pairs
	- Go around to help and encourage the students	
	4. Workbook p. 26- Ask student to do exercise in workbook p.26	individuals
	Game	
	students to chant. Rub several words off one by one and ask them to chant.	CIASS
	• Above level: write the chant on the board and ask students to chant. Bub several words off one by one and	Whole class
	students what the next word is.	
	a vase) At level: Play the chant and stop randomly and ask 	
practice	(point to themselves for <i>I'm</i> , playing the violin, holding	
Pair/ group	they have to connect by drawing a line.Below level: play the chant, student chant and mime	
	Point to the picture of Victor and his violin, explain that	
	- Say Now your turn! <i>4. Connect the letter Vv. Help Victor find the violin.</i>	
	- Stick letter V next to correct place.	
	violin - Say Let's stick! Hold up the V sticker. Say the sound /v/.	
	- Point to the picture and elicit the words: Victor and his	
	3. Stick and say.	Groups
	Students point to the cards.Play the chant again, pause for students to repeat.	
	- Play the chant again	
	Play the recording, ask students to listen to the chant.Put Phonics cards 36-37 on the board.	

WEEK 15 Date of preparing: 30/11/2023 Date of teaching: 11/12-15/12/2023 Period: 30

UNIT 3: ARE THESE HIS PANTS? LESSON 6: STORY

I. AIMS: Students know that they must be helpful 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 helpful to others
- review and consolidate language introduced in unit 3

III. LANGUAGE:

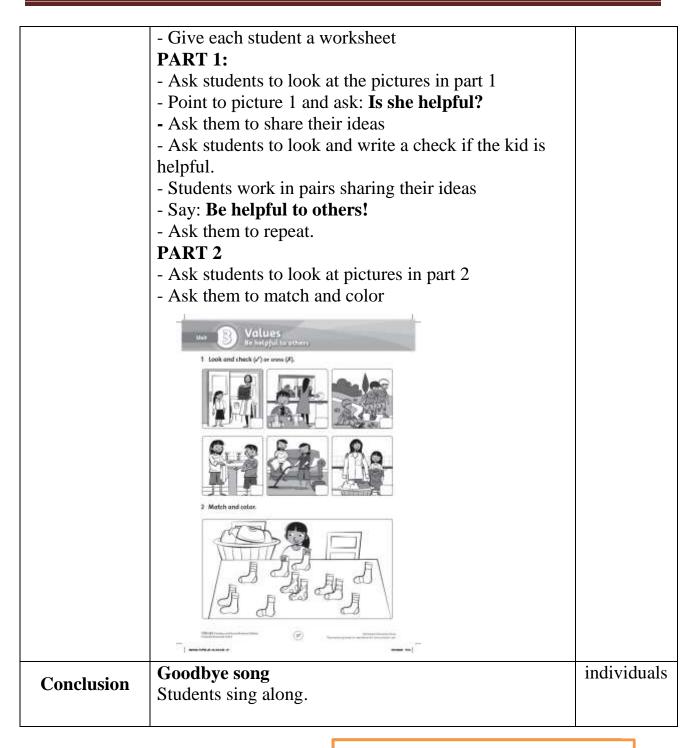
Language focus: listening, speaking, reading **Vocabulary:** review unit 3

IV. RESOURCES AND MATERIALS:

Flash cards 21-26, audio tracks 42, 51, video unit 3, worksheet

STAGES	TEACHER'S ACTIVITIES	NOTES
	- Greet students	whole class
Warm up	Hello song	
	- Ask students sing along the song	
	- Stick Class rules	
	Chant track 42 (words of family)	whole class
	- Place flashcards on the board	
Review	- Play the chant track 42 to review the vocabulary	
Neview	for this lesson	
	- Ask students to chant along and point to the	
	correct flashcards	
	Game: matching	
	Lead in:	
Present	- Use flashcards 21-26 to elicit clothes	
information	vocabulary	whole class
	- Show flashcards and ask question: <i>What is it??</i>	
	What are these? Are these?	
	Video unit 2	
Guided	- Play the video clip	
practice	- Pause the video, ask students to guess:" What	
	happens next?"	
	- Students can answer in Vietnamese	

	 <i>1. Listen to the story. Track 51</i> Play the track Ask the students to point to each character as they listen to the story. Ask students: <i>What does Dad do when he sees the clothes fly away?</i> Is he good or bad?(Thumb up for GOOD; thumb down for BAD Ask students to answer why they think so Say: <i>Dad helps mom. He is helpful.</i> Ask students to repeat: Be helpful to others! <i>2. Read and say.</i> Write: <i>Are these her socks?</i> on the board. Elicit the <i>Vas thay arg / Na thay argn't</i> 	groups
	 Elicit the Yes, they are./ No, they aren't. Write: Is this his T-shirt? on the board. Elicit the Yes, it is./ No, it isn't. Ask students to read the sentences in each frame of the story. Students read in chorus and then individually. 3. Listen again and repeat. Act. Track 51 Divide the class into 2 groups to play the parts of Dad and Mom. Students practice acting out the story with the help of the recording. 	
Pair/ group practice	 Below level: Place the flashcards of clothes around the room. Play the story again and ask children to point to the different flashcards as they hear it in the story. At level: Ask six students to come to the front. Give each students a flashcard. Whole class read the story. Students in the front have to raise their flashcards when they are mentioned in the story. Above level: Read the story to the class but "beep" outa word. Ask students to tell you the missing word 	individuals
	 word. <i>4. Workbook p. 27</i> - Ask student to do exercise in workbook p.27 - Go around to help and encourage the students <u>VALUES: Be kind to others</u> 	



Kiểm tra ngày 02/12/2023

Tổ trưởng

Huỳnh Thị Yến Trang

WEEK 16 Date of preparing: 30/11/2023 Date of teaching: 18/12-22/12/2023 Period: 31

UNIT 3: ARE THESE HIS PANTS? CULTURE 3

I. AIMS: Students know about sports in the U.S.A.

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

- learn words associated with sports played in the U.S.A.
- talk about your favorite sport

III. LANGUAGE:

Language focus: listening, speaking, reading

Vocabulary: baseball, basketball, hockey, badminton

What's your favorite sport?

My favorite sport is.....

IV. RESOURCES AND MATERIALS:

Flash cards 62-65, audio tracks 92-93

STAGES	TEACHER'S ACTIVITIES	NOTES
	- Greet students	whole
Warman	Hello song	class
Warm up	- Ask students sing along the song	
	- Ask students to say aloud 4 class rules	
	- Stick Class rules on the board	
Dortory	Brainstorm	whole
Review	- Divide the class into 4 teams	class
	- In 1 minute, ask them to list as many sports as possible.	
	Lead in:	whole
	- Play the video	class
Present	https://youtu.be/7PnIDFdDPKQ	
information	(fun facts for kids -Countries of the world- The U.S.A.)	
	https://youtu.be/L30pnCBIOHI	
	(the top 10 most popular sport in America)	
	Or show them a picture	

	 Ask students: What's this? (point to a ball) What is he 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.S.A., children love playing sports. Use flashcards to teach new words 	
Guided practice	 <i>I. Listen, point, and repeat. Track 101</i> 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. Pass the flashcards: 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. <i>2. Listen, read and point. Track 102</i> Point to the picture of the boy and say: <i>I'm Jake.</i>. Point to his basketball and say: <i>I like basketball</i> Encourage students to repeat and do the same with other pictures. Play the track Students listen, point and repeat. 	Whole class

	3. Point and say.	groups
	• Below level: play miming game: ask 1 student as a time: <i>What's your favorite sport?</i> , he/she mimes the sport, the others guess the sport.	
	• At level: Ask children to stand up and walk around the classroom and ask the question to as many people as possible.	
	When a child finds someone with the same answer as her/him they should walk around the class together and continue asking the question.	
Pair/ group	At the end of the activity the class should all be stood in groups of the same favorite sport.	
practice	• Above level: Ask the question around the class to elicit about 5 popular sports. Draw the pictures for the 5 sports.	
	• Tell the children that they will walk around the classroom, asking the question, draw a short line (or check mark) under the correct picture. Demonstrate this on the board.	individuals
	• When the children have asked everyone, count up the marks (or check marks) for each sport and write the numbers on the board to find out which sport is the most popular.	individuals
	4. Workbook p. 54	
	 Ask student to do exercise in workbook p.54 Go around to help and encourage the students 	
	 Draw and say Ask student to work in group of 10 Students draw bar graphs of their favorite sports 	
	group 1	
Conclusion	6	
	4	
	3	
	0 baseball soccer swimming dance sport	

WEEK 16 Date of preparing: 30/11/2023 Date of teaching: 18/12-22/12/2023 Period: 32

UNIT 3: ARE THESE HIS PANTS? CONSOLIDATION AND TEST UNIT 3

I. AIMS: Students do test 3

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

- Review unit 3
- Check their understanding about clothes, counting 15-16
- 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

STAGES	TEACHER'S ACTIVITIES	NOTES
	- Greet students	whole class
Worm up	Hello song	
Warm up	- Ask students sing along the song	
	- Ask students to say aloud 4 class rules	
	- Stick Class rules on the board	
Review	Hidden pictures game	whole class
Neview	- Cover the flashcards with 4 pieces of paper	
	- Students guess what it is	
Tert	- Show them how to do step by step	
Test	- Give an example	
	- Students do the test	whole class

Conclusion - Students hand in their paper Goodbye song Students sing along			
Conclusion - Students hand in their paper Godbye song individuals			
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Conclusion - Students hand in their paper Goodbye song individuals		2 Are these his shorts?	
Conclusion - Students hand in their paper Goodbye song individuals		1 🔍 Are these her suchs?	
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Goodbye song		- Students hand in their paper	in dividu-1-
Students sing along	Conclusion	Goodbye song	maividuals
		Students sing along	

Kiểm tra ngày 02/12/2023 Tổ trưởng
M
Huỳnh Thị Yến Trang

WEEK 17 Date of preparing: 30/11/2023 Date of teaching: 25/12-29/12/2023 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

- Offer your belongings to others.
- Say Thank you and You're welcome.
- Review previous units.

III. LANGUAGE:

Language focus: listening, speaking, reading.

Vocabulary: Here, share my (crayons).

Thank you. You're welcome.

IV. RESOURCES AND MATERIALS:

Audio tracks 52-53

STAGES	TEACHER'S ACTIVITIES	NOTES
	- Greet students.	whole class
Warm up	Hello song.	
	- Ask students sing along the song.	
	- Stick Class rules.	
Review	Guessing game	whole class
	Desk, chair, crayon, pencil, notebook	
	Lead in:	
Present information	- Pick up several crayons and offer a student: <i>Here, share my crayons</i> .	whole class
	- Elicit <i>Thank you</i> from the student.	
	- Say You're welcome.	

	• Repeat this with	different stude	nts.	
Guided practice	 see. Play the first par Students point to Play the second point and repeat <i>Listen and po</i> Ask students to b they are they sha Play the track. 	ares and ask sturt of the track. The correct part part of the track the words. <i>int. Track 53.</i> look at the pictur aring. the correct part gain. ure again and el om the recording ogues with the o	dents what they can rt of the pictures. a for students to ure and say what rt of the pictures.	
	Below level: Ask stu sentences.	ident to match to crayons	the halves of	groups
Pair/ group	Thank	you		pairs
practice	You're	welcome		
	- Ask students t another half.	to cover 1 half a	and remember	
	At level: ask student	ts to take out th	eir school things.	
	- Students work	t in pairs to offe	er to share their	

	 things using language from this lesson. Above level ask students to take out their school things. Students move around to offer to share their things using language from this lesson. <i>4. Workbook P.28</i> 	
Conclusion	<i>Role play</i> Play the roles n the dialogue (change the school things).	groups

WEEK 17 Date of preparing: 30/11/2023 Date of teaching: 25/12-29/12/2023 Period: 34

FLUENCY TIME 1 LESSON 2: CLIL: Math

I. AIMS: Students know how to solve addition problem in English.

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

- Ask and solve a simple addition problem in English.
- Make some addition problems.

III. LANGUAGE:

Language focus: listening, speaking, writing.

Vocabulary: plus, equals, addition problem, number 1-16.

IV. RESOURCES AND MATERIALS:

Flash cards 27-29, audio tracks 54-55

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	 Greeting Sing Hello song Class rules 	whole class
Review	 Phonics song (track 48) Play the song Students listen and sing along Game Bingo (1-16) 	whole class
Present information	 Lead in: Write a simple addition problem on the board: 10+3=. Elicit the answer and write it up. Practice reading and saying aloud: <i>Ten plus three equals thirteen.</i> 	whole class

	- Drill the words <i>addition problem</i> .	
Guided practice	 Listen, point and repeat (track 54) Play track 54, listen and point. Play again, ask students to listen and point. Play again, ask students to listen and repeat. Listen, point and repeat (track 55) Ask students to look at the picture and answer the question: What can you see? Play track 55, listen and point. Play again, ask students to listen and repeat. Ask students to listen and point. Play again, ask students to listen and point. Play again, ask students to listen and repeat. Ask students to write some simple addition problems in their notebook. Students swap their notebook and solve their partner's addition problems. Ask them to read out the equation with its answer to their partner. 	Whole

	• <i>Below level:</i> Give students numbers from 1-16, ask them to place the number in order.	groups
	• At level: Students work in team.	0 1
	• Teacher reads a simple addition problem.	
	- Students listen, write and solve the problem.	
	• Above level: Students work in teams.	
	• Give them a number.	
	- In 2 minutes, they have to think and write down how many addition problems.	
	- <u>EX</u> : 16	
	->> 10+6; 9+7; 8+8;	
	4. Look and color.	
Pair/ group	Children color the smiley faces depending on how well they feel they understand what they have learned in Starter Unit, Units 1, 2, 3 and Fluency Time! 1	
practice	Pair work:	pairs
	- Students look at the worksheet.	
	- Show them how to do.	
	- Students finish exercises CLIL 1 and 2.	
	- Students work in pairs telling the addition problems.	
	Fluency Time! 1	
	1 Look and multity.	
	1+2=3 400	
	plum equals addition problem 2. Read and write the addition problem.	
	1 Twel plane tense expands from: 2 + 2 = 6. 2 Upper plane expands removes 1 Three plane from expands removes	individuals
	(a) One ptus four equals two. (b) Six ptus four equals ten. (c) Six ptus four equals ten. (c) Look and any.	
	5 + 3 = 8 7 + 3 = 10 4 + 2 = 6 6 + 1 = 7	
	Dorgina Borr	

	Cut 3 Fluency Time! 1
	1 GEEF Make some addition problems.
	4 + 4 =
	2 + 3 =
	7 + 1 =
	2 Exchange addition problems with a friend. Complete them.
	4 + 4 = 8
	+ =
	3 Tell the addition problems to your friend.
	Roar plan (foar reports relyint) Correct!
	5. Workbook p. 29
	- Students do exercises in workbook.
	- Move around to help.
Conclusion	Goodbye song

Duyệt ngày 07/12/2023

PHÓ HIỆU TRƯỞNG

Kiểm tra ngày 02/12/2023

Tổ trưởng

Nguyễn Thị Thanh Hải

Huỳnh Thị Yến Trang