

WEEK 25

Date of preparing: 01/3/2024

Date of teaching: 04/03-08/03/2024

Period: 49

UNIT 5: WHERE'S THE BALL?
LESSON 5 : SOUNDS AND LETTERS

I. AIMS: Students know how to recognize **R, S, T, U** and pronounce / r/, /s/, /t/, /ʌ/.

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

- recognize the upper- and lowercase forms of the letters **R. S. T. U**
- pronounce the sounds / r/, /s/, /t/, /ʌ/

III. LANGUAGE

Language focus: listening, speaking and writing

Vocabulary: rabbit, sofa, tiger, umbrella

octopus, hat, socks, car,

The octopus is in the car.

The octopus has a hat.

Where is the umbrella?

IV. RESOURCES AND MATERIALS:

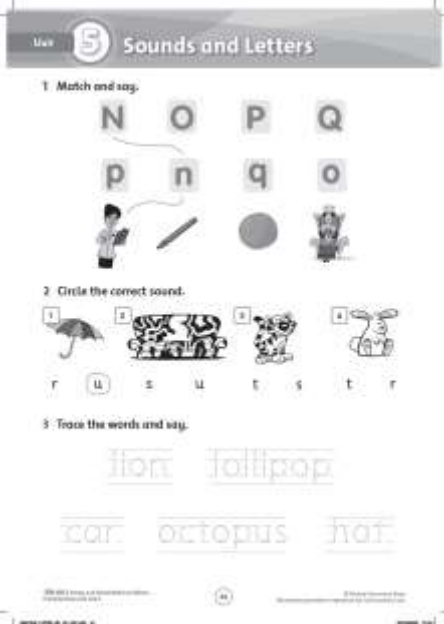
Audio tracks 72, 76-78

Phonics card 30, 34, 49, 52, work sheet

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	- Greeting - Play HELLO SONG , ask student to sing along - Class rules	whole class
Review	Song track 75 Game: Telephone (Review N, O, P, Q)	whole class
Present information	Lead in: - Draw the uppercase R, S, T, U and lowercase r, s, t, u on the board. - Say the letter names and - Ask students to repeat	whole class

	<ul style="list-style-type: none">- Ask them to write- Hold up the phonics cards 30, 34, 49, 52, say the sounds for students to repeat	
Guided practice	<p>1. Listen, point, and repeat. Write. Track 76</p> <ul style="list-style-type: none">- Play track 76, 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 77</p> <ul style="list-style-type: none">- Point to the picture and say the words: <i>rabbit, sofa, tiger, umbrella</i>- Then ask:” <i>Where is the(rabbit/sofa/umbrella)?</i>”, students repeat in chorus.- Play the recording, ask students to listen to the chant.- Put Phonics cards on the board.- Play the chant again- Students point to the cards.- Play the chant again, pause for students to repeat.	Groups
Pair/ group practice	<p>3. Listen, point and repeat. Track 78.</p> <ul style="list-style-type: none">- Ask students to look at the letters in their books- Play the recording, ask students to listen and point- Play again, ask students to listen and repeat <p>Game: Listen and choose the correct words.</p> <p>4. Look and point the sounds r, s, and t.</p> <ul style="list-style-type: none">- Ask students to look, point to the different things and say. Ask: What’s this? To elicit these words: octopus, car, hat- Read the text- Ask students to look for r, s, and t at the end of the words. <p>Let’s talk:</p> <ul style="list-style-type: none">- Ask students to look at the picture and speech bubble.	<p>Groups</p> <p>Whole class</p>

	<ul style="list-style-type: none"> - Ask: “Where’s the rabbit?” and “What’s the boy holding?” - Have 2 students read the text - Ask students to work in pair to practice the statement using other words <ul style="list-style-type: none"> • Below level: put the phonics cards (30, 34, 49, 52) around the room. Play the chant, student chant and point to the one. • At level: Ask students to think of more words that include r, s, t, u. Place Phonics cards on the board and ask them to their words below the correct cards. • Above level: Ask students to think of more words that include r, s, t, u. Play Bingo! <p>4. Workbook p. 40</p> <ul style="list-style-type: none"> - Ask student to do exercise in workbook p.40 - Go around to help and encourage the students 	<p>individuals</p>
<p>Conclusion</p>	<p>Pair work</p> <ul style="list-style-type: none"> - Show them how to do. - Ask them to match and say  <p>Ask students to take out their phonics books and make more pages for R, S, T</p> <p>GOODBYE SONG</p>	<p>pairs</p>

WEEK 25

Date of preparing: 01/3/2024

Date of teaching: 04/03-08/03/2024

Period: 50

UNIT 5: **WHERE'S THE BALL?**

LESSON 6 : STORY

I. AIMS: Students know that they must take care the park

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

- understand a short story
- understand that it is good to take care the park
- review and consolidate language introduced in unit 5

III. LANGUAGE:

Language focus: listening, speaking, reading

Vocabulary: review unit 5

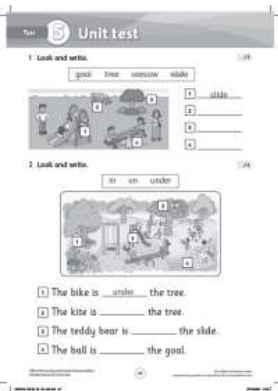
IV. RESOURCES AND MATERIALS:

Flash cards 36-41, audio tracks 70, 79, video unit 5, worksheet

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>Song track 70</p> <ul style="list-style-type: none"> - Place flashcards on the board - Play the song track 70 to review the vocabulary for this lesson - Ask students to sing along and point to the correct flashcards <p>Guessing game</p>	whole class

<p>Present information</p>	<p>Lead in:</p> <ul style="list-style-type: none"> - Use flashcards 36-41 to elicit vocabulary. - Give flashcards to 6 students. - Use a box to put the flashcards in, on, or under the box. - Elicit “ The seesaw is (in) the box.” - Students repeat in chorus. 	<p>whole class</p>
<p>Guided practice</p>	<p><i>Video unit 4</i></p> <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 <p style="text-align: center;"><i>1. Listen to the story. Track 66</i></p> <ul style="list-style-type: none"> - Play the track - Ask the students to point to each character as they listen to the story. <p><i>2. Read and say.</i></p> <ul style="list-style-type: none"> - Write: <i>Where’s...?</i> on the board. - Place the flashcards next to the words - Point to each word and read the complete sentence: The ball’s on the slide. The ball’s in the goal. - Ask students to repeat in chorus. - Ask students to read the sentences in each frame of the story. - Students read in chorus and then individually. <p style="text-align: center;"><i>3. Listen again and repeat. Act. Track 79</i></p> <ul style="list-style-type: none"> - Divide the class into pairs to play the parts of Tim and Dad. - Ask students to practice acting out the story with the help of the recording. - Ask some pairs to act out in the front 	<p>groups</p>

<p>Pair/ group practice</p>	<ul style="list-style-type: none"> • Below level: Unscramble some words. Ex: erte, sseewa, iedsl,... • At level: divide the class into 2 teams to play the game RACE TO SPELL. <p>Teacher says: GOAL, students point to the Flashcard and spell the word.</p> <ul style="list-style-type: none"> • Above level: divide the class into 2 teams to play the game RACE TO WRITE. Teacher says: GOAL, students point to the Flashcard and spell the word. <p>4. Workbook p. 41</p> <ul style="list-style-type: none"> - Ask student to do exercise in workbook p.41 - Go around to help and encourage the students <p><u>VALUES: Be careful on the road</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 1 and ask: Is it good? - Ask them to share their ideas - Ask students to look and write a check if the kid is GOOD. - Students work in pairs sharing their ideas - Say: Take care in the park! - Ask them to repeat. <p>PART 2</p> <ul style="list-style-type: none"> - Ask students to look at part 2 - Ask them to draw and color 	<p>individuals</p>
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Conclusion	Goodbye song Students sing along	individuals
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Kiểm tra ngày 02 tháng 3 năm 2024

Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 26

Date of preparing: 01/3/2024

Date of teaching: 11/03-15/03/2024

Period: 51

UNIT 5: **WHERE'S THE BALL?**

CULTURE 5 :

WALKING IN SWITZERLAND

I. AIMS: Students know about Walking in Switzerland

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

- learn words for walking equipment
- understand a postcard

III. LANGUAGE:

Language focus: listening, speaking, reading

Vocabulary: mountains, jacket, boots, backpack


Greetings from (Switzerland). Hi (Grandma). I'm in (Switzerland). I wear a..... I have a.... Theare beautiful! See you soon.


IV. RESOURCES AND MATERIALS:

Flash cards 72-75, audio tracks 105-106

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 on the board 	whole class
Review	<p>Brainstorm</p> <ul style="list-style-type: none"> - Draw a mountain on the board. - Divide the class into 4 teams - In 1 minute, ask them to list what do they need to go walking. 	whole class

<p>Present information</p>	<p>Lead in:</p> <ul style="list-style-type: none"> - Play the video <p>https://youtu.be/t-qiPT96W6k</p> <p>(A Grand Tour of Switzerland in 60 Seconds National Geographic)</p> <p>Or show them a picture</p>  <ul style="list-style-type: none"> - Ask students: What country is this? - Tell them: Switzerland is known as the land of mountains, chocolate and fine watches. - Use flashcards to teach new words 	<p>whole class</p>
<p>Guided practice</p>	<ol style="list-style-type: none"> 1. Listen, point, and repeat. Track 105 <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. What's missing game 2. Listen, read, and point. Track 106 <ul style="list-style-type: none"> - Tell students they are going to listen to a postcard - Put the 3 walking equipment flashcards on the board - Ask students to tell which objects are mentioned - Students listen, point - Students listen again and repeat. - Students work in pairs pointing to the picture and saying the words. 	<p>Whole class</p>

<p>Pair/ group practice</p>	<p>3. Make a list. Say.</p> <ul style="list-style-type: none"> · Ask students to make a list of items they need to go walking.. · Ask students to point to their lists and say · Ask students to listen to their partner and add more to their list · Ask students to read the two speech bubbles in their books. · Put students into pairs to say: <i>I wear (a jacket). I have...</i> <ul style="list-style-type: none"> • Below level: Miming game (mime a word) • At level: Miming game (mime a sentence in the postcard, others guess by saying) • Above level: Miming game (mime a sentence in the postcard, others guess by writing). <p>4. Workbook p. 56</p> <ul style="list-style-type: none"> - Ask student to do exercise in workbook p.56 - Go around to help and encourage the students 	<p>groups</p> <p>individuals</p>
<p>Conclusion</p>	<p>Make a postcard</p>  <p>GOODBYE SONG</p>	

WEEK 26

Date of preparing: 01/3/2024

Date of teaching: 11/03-15/03/2024

Period: 52

UNIT 5 : **WHERE'S THE BALL?**

CONSOLIDATION AND TEST UNIT 5

I. AIMS: Students do test 5.

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

- Review unit 5
- Check their understanding about clothes, counting 19-20
- Get feedback for students' learning as well as teacher's teaching

III. LANGUAGE:

Language focus: listening, speaking

Vocabulary: review unit 5

IV. RESOURCES AND MATERIALS:

Flash cards, audio tracks, worksheet

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>RACE TO SPELL AND WRITE</p> <ul style="list-style-type: none"> - Put flashcards from unit 5 on the board - Say: Slide! - Students point to the correct flashcard. - Spell the word. - And write them on the mini board. 	whole class
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	<p>- Students hand in their paper</p> <p>Goodbye song</p> <p>Students sing along</p>	individuals

Kiểm tra ngày 02 tháng 3 năm 2024

Tổ trưởng

Huỳnh Thị Yến Trang

WEEK 27

Date of preparing: 01/3/2024

Date of teaching: 18-22/3/2024

Period: 53

UNIT 6: Where's the Grandma?

Lesson 1: words

I. AIMS: Students know how to say different places in a home.

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

- identify different places in a home
- practice different places in a home in the form of a chant

III. LANGUAGE:

Language focus: listening, speaking

Vocabulary: kitchen, living room, dining room, bedroom, bathroom


IV. RESOURCES AND MATERIALS:

Flash cards 42-46, audio tracks 70, 80, 81



Stickers, worksheet

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>Song (track 75)</p> <p>Ask students to sing along and point to the flashcards.</p>	whole class
Present information	<p>Lead in:</p> <p>Show students this picture</p>	whole class

	 <ul style="list-style-type: none"> - Say: Welcome to my home! - Use Flashcards 42-46 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>Guided practice</p>	<p>1. Listen and point. Track 80</p> <ul style="list-style-type: none"> - Play the track 80, listen and point - Play again, ask students to listen and point - Play again, ask students to listen and repeat in chorus and individually <p>2. Listen and chant. Track 81</p> <ul style="list-style-type: none"> - Students listen to track 81 - 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 word. - Students listen and chant along <p>Game: What's missing?</p>	
<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 each place in a home, say the word with students 	

	<ul style="list-style-type: none"> • Say:” <i>Let’s stick!</i>” • Stick the sticker and say: “bedroom” <p>- Ask students to work in pairs to say and stick</p> <p>- Go around to help</p> <ul style="list-style-type: none"> • Below level: Ask students to play Pass the flashcards game <ul style="list-style-type: none"> - Ask students to pass the flashcards when you play the music. - Stop the music, ask students who are holding the cards: <i>Whare are you?</i> - Elicit <i>In the (kitchen.)</i> • At level: Ask students to play Guessing game: ask 1 student come to the front, whisper the word and ask him/her to mime. Other students look and guess. • Above level: Divide the class into teams. Give each team A3 paper, colored pencils. Ask students to draw a house with all the rooms they have learnt. <p>4. Workbook p.42</p> <p>- Ask student to do exercise in workbook p.42</p> <p>- Go around to help and encourage the students</p> <p>Worksheet</p> <p>Part 1:</p> <ul style="list-style-type: none"> - Model first - Point to each picture and ask students: “What is it?” - Ask students to read the words - Say: Number. Write number. <p>Part 2:</p> <ul style="list-style-type: none"> - Model first - Point to picture 1 and ask: “What’s it?” - Elicit the answer: “kitchen” - Say: Match! and draw a line co connect 1 and c - Write the word kitchen down. - Say: “Now your turn!” 	<p>Pairs</p> <p>groups</p> <p>individuals</p>
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		<p>Pair Pairs</p>
<p>Conclusion</p>	<p>Draw your favorite room in your home</p>  <p>Goodbye song</p>	<p>individuals groups</p>

WEEK 27

Date of preparing: 01/3/2024

Date of teaching: 18-22/3/2024

Period: 54

UNIT 6: WHERE'S GRANDMA?**LESSON 2: GRAMMAR AND SONG**

I. AIMS: Students know how to say these sentences *Where's (Grandma)? She's in the (dining room). Is she in the (kitchen)? No, she isn't.*

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

- ask: *Where's (Grandma)? /Is she in the (kitchen)?*
- answer: *"She's in the (dining room). / No, she isn't.*
- sing a song

III. LANGUAGE:

Language focus: listening, speaking, writing

grammar: *Where's (Grandma)? She's in the (dining room). Is she in the (kitchen)? No, she isn't.*

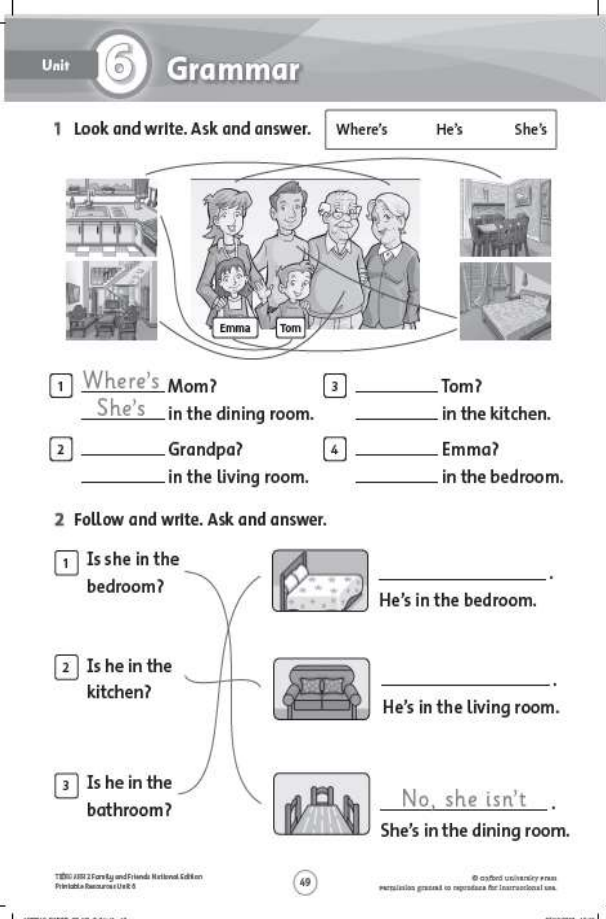



Review: *mom, grandma, grandpa, dad,...*

IV. RESOURCES AND MATERIALS:

Flash cards 42-46, audio tracks 80, 82-83, 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>Chant (track 81) Pass the flashcards game</p> <ul style="list-style-type: none"> - Ask students to pass the flashcards - Stop the chant suddenly - Students who are holding the flashcards say the words 	whole class
Present information	<p>Lead in:</p> <ul style="list-style-type: none"> - Place flashcards on the board, point to each flashcard and ask: Where's grandma? - Elicit the answer: In the (dining room). 	

	<p>4. Workbook p. 43</p> <ul style="list-style-type: none"> - Ask student to do exercise in workbook p.43 - Go around to help and encourage the students <p>Worksheet</p> <ul style="list-style-type: none"> - Give each pair a worksheet - Students work in pair ask and answer - Move around to help  <p>1 Look and write. Ask and answer. Where's He's She's</p> <p>1 Where's Mom? 3 _____ Tom? <u>She's</u> in the dining room. _____ in the kitchen.</p> <p>2 _____ Grandpa? 4 _____ Emma? _____ in the living room. _____ in the bedroom.</p> <p>2 Follow and write. Ask and answer.</p> <p>1 Is she in the bedroom?  _____ He's in the bedroom.</p> <p>2 Is he in the kitchen?  _____ He's in the living room.</p> <p>3 Is he in the bathroom?  <u>No, she isn't</u>. She's in the dining room.</p>	<p>Pairs</p> <p>individuals</p> <p>Pairs</p>
<p>Conclusion</p>	<p>Pair: ask and answer</p> <ul style="list-style-type: none"> - Ask students to work in pairs. - Look at the worksheet, ask and answer <p>Goodbye song</p>	<p>Pair</p> <p>Whole class</p>

Kiểm tra ngày 02 tháng 3 năm 2024

Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 28

Date of preparing: 01/3/2024

Date of teaching: 25-29/3/2024

Period: 55

**UNIT 6 : WHERE'S GRANDMA?
LESSON 3 : SOUNDS AND LETTERS**

I. AIMS: Students know how to recognize V, W, X, Y and pronounce /v/, /w/, /ks/, /j/ and /z/

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

- recognize the upper- and lowercase forms of the letters V, W, X, Y
- pronounce the sounds /v/, /w/, /ks/, /j/ and /z/ *on their own and at the beginning and end of words.*

III. LANGUAGE:

Language focus: listening, speaking, writing

Vocabulary: buzz

I can hear a buzz.

IV. RESOURCES AND MATERIALS:

Audio tracks 84-85

Phonics card 40, 43, 44, 54, 55, 56, stickers

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>Sing and point (track 83)</p> <ul style="list-style-type: none"> - Place Flashcards 42-46 around the classroom. - Play the song from Lesson 2 (Track 83) of the unit. - Students point to the correct flashcard when they hear the word. 	whole class

<p>Present information</p>	<p>Lead in:</p> <ul style="list-style-type: none"> - Draw the uppercase V, W, X, Y and lowercase v, w, x, y on the board. - Say the sounds /v/, /w/, /ks/, /j/ and /z/ - Ask different students to write the letters to the board. 	<p>whole class</p>
<p>Guided practice</p>	<p>1. Listen, point, and repeat. Write. Track 84</p> <ul style="list-style-type: none"> - Play track 84, 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 85)</p> <ul style="list-style-type: none"> - Play the recording, ask students to listen to the chant. - Put Phonics cards 40, 43, 44, 54, 55, 56 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>3. point and say.</p> <ul style="list-style-type: none"> - Ask students to point to the pictures and say the sounds and the words. <p>Game: Listen and choose the correct words</p>	
<p>Pair/ group practice</p>	<p>4. Look and point the sounds x and z.</p> <ul style="list-style-type: none"> - Ask students to look, point to the different things and say. Ask: <i>What's this?</i> To elicit these words: fox - Read the text - Ask students to look for x and z at the end of the words. <p>Let's talk:</p> <ul style="list-style-type: none"> - Ask students to look at the picture and speech bubble. - Have 2 students read the text - Ask students to work in pair to practice the statement using other words <p>• Below level: play Who's faster game</p>	<p>groups</p>

	<ul style="list-style-type: none">• At level: ask student to find out and write words beginning with Y• Above level: ask students to think and list the words that include the sounds V, W, X, Y, Z from previous lessons. <p>4. Workbook p. 44</p> <ul style="list-style-type: none">- Ask student to do exercise in workbook p.44- Go around to help and encourage the students	individuals
Conclusion	<p>My Phonic book</p> <p>Ask students to write V, W, X, Y, Z and some words in each page</p> <p>Goodbye song</p>	whole class

WEEK 28

Date of preparing: 01/3/2024

Date of teaching: 25-29/3/2024

Period: 56

UNIT 6: WHERE'S GRANDMA?**LESSON 4: NUMBERS****I. AIMS:** Students know how to recognize numbers 11 - 20 and count 11 – 20.**II. OBJECTIVES:** By the end of this lesson, students will be able to

- review the numbers 11 - 20
- learn the number words *eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty*

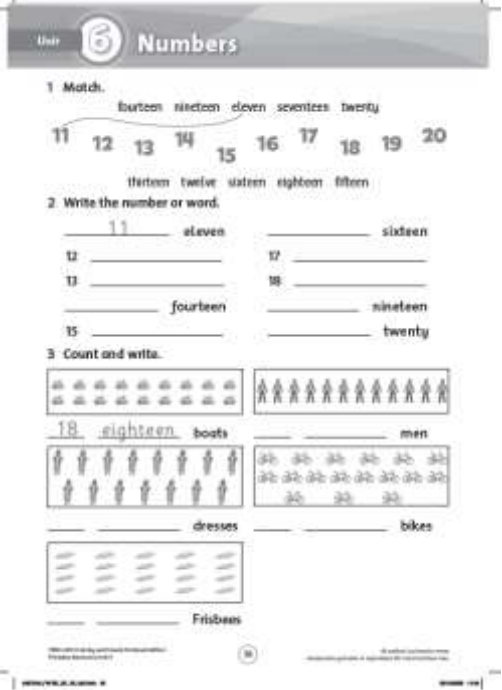
III. LANGUAGE:**Language focus:** listening, speaking, writing**Vocabulary:** 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, *eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty***Review:** mom, dad, sandwich, bottle, dress, pants, bike, boat, tree, Frisbee, banana, pear, apple, fig, mango**IV. RESOURCES AND MATERIALS:**

Audio tracks 86-88

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	BINGO GAME	whole class
Present information	Lead in: <ul style="list-style-type: none"> - Write numbers 11-20 on the board - Ask students to count and write the words below each number 	whole class
Guided practice	<i>1. Listen, point, and repeat. Write. Track 86</i> <ul style="list-style-type: none"> - Play track 86, listen and point - Play again, ask students to listen and point 	Whole class

	<ul style="list-style-type: none"> - Play again, ask students to listen and repeat and clap hands - Model the writing activity <p>2. Point and sing (track 87)</p> <ul style="list-style-type: none"> - Point to each set of pictures in turn. Say: Let's count! - Play the recording - Ask students to clap and count with the audio. - 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. <p>3. Count. Listen, find, and point. Track 88.</p> <ul style="list-style-type: none"> - Ask: <i>How many?</i> Count the dots and elicit 18 from the class. - Play the recording and point. - Play again and encourage students to point to the picture and say the number. <p>4. Count and say.</p> <ul style="list-style-type: none"> - Point to the picture of different fruits and say the words. - Say: How many? Elicit the number: 19 - Ask students to work in pair, look and count. 	pairs
<p>Pair/ group practice</p>	<ul style="list-style-type: none"> • Below level: play the song, ask students to sing and point to the correct numbers. • At level: play the song and pass the ball. Stop the song. Student who is holding the ball has to say the next word of the song. • Above level: play the song and pass the ball. Stop the song. Student who is holding the ball has to say the next line of the song <p>Let's talk</p> <ul style="list-style-type: none"> - Ask students to look at the picture and speech bubble. - Say: Fourteen. - Ask: What is the boy holding? (Fourteen yo-yos.) - Have students read the number 14. 	<p>Pairs</p> <p>individuals</p>

	<ul style="list-style-type: none">- Students work in pairs and take turns saying other numbers. <p>Game: Count and choose the correct numbers</p> <p>4. Workbook p.45</p> <ul style="list-style-type: none">- Ask student to do exercise in workbook p.45- Go around to help and encourage the students	pairs individuals
<p>Conclusion</p>	<p>Pair work:</p> <ul style="list-style-type: none">- Ask students to work in pair- Model how to do on the board <div data-bbox="505 709 1003 1394"></div> <p>Goodbye song</p>	pairs

Duyệt ngày 06/03/2024

PHÓ HIỆU TRƯỞNG

Nguyễn Thị Thanh Hải

Kiểm tra ngày 02/03/2024

Tổ trưởng



Huỳnh Thị Yến Trang