

WEEK 22

Date of preparing : 28/01/2024

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

Period: 81

UNIT 8: I'M DANCING WITH DAD.

Lesson Four - Phonics (page 63)

I. DESIRED OBJECTIVES

By the end of the lesson, students will be able to:

1. Core competences

- Pronounce sounds made by the letter combinations *dr*, *tr*, and *cr*.
- Differentiate between the sounds /dr/, /tr/, and /kr/.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about words beginning with sounds/letters the teacher asks.
- *Problem-solving and creativity*: find out words beginning with the letter combinations *dr*, *tr*, and *cr*.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: drum, dress, truck, tree, crayon, crab

2. Skills: Listening, Speaking, Reading and Writing.

III. RESOURCES AND MATERIALS

- Student book - page 62, Audio tracks 97-98, Teacher's Guide
- Website *sachso.edu.vn*, Flashcards 88-90, Computer, projector,

***Culture note: Celebrations**

- Have a good time with their family!

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<p>Warm-up/review</p>	<p>*Game: "Slap the board" <i>Flashcards (sh, ch, th, shoes, chair, three)</i></p> <ul style="list-style-type: none"> - Stick the flashcards of with these letters and words on the board. Tell students to look at the board. - Tell students how the game is played. - Ask students to listen to the letters or the words and slap the flashcards as correctly and quickly as possible. The teacher may start saying from any of the letters or the words on the board and note the score. - Repeat the procedure if there is time. - The student who gets the highest score will be the winner. Praise the winner. - Ask students to read all the letters aloud. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify the letters and the words correctly. - <i>Task completed:</i> Students can identify the letters and the words. - <i>Task uncompleted:</i> Students are unable to identify the letters and the words. 	<ul style="list-style-type: none"> - Look at the flashcards of with these letters and words on the board. - Listen to the teacher's instructions. - Listen to the letters and slap the flashcards as correctly and quickly as possible. - Continue playing the game. - The student who gets the highest score will be the winner. - Read all the letters aloud.
<p>Presentation</p>	<p>*Lead-in: Use Flashcards to introduce the letters and the words. <i>Flashcards (dr, drum, tr, truck, cr, crayon)</i></p> <ul style="list-style-type: none"> - Teach the new sounds and letters for this lesson using the phonics cards. - Hold up the first card. Say letters <i>d</i> and <i>r</i> make the sound /dr/. Say the sound again for students to repeat. - Repeat the procedure with the 	<ul style="list-style-type: none"> - Look at the phonics cards. - Repeat the sound. - Follow the teacher. - Repeat the words.

	<p>other cards.</p> <ul style="list-style-type: none"> - Show each card and say the words for students to repeat. - Check students' pronunciation. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can repeat the sound and the words correctly and fluently. - <i>Task completed:</i> Students can repeat the sound and the words. - <i>Task uncompleted:</i> Students are unable to repeat the sound and the words. <p>*Listen and point. Repeat (Track 99)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures in their books. Tell them that they are going to hear a recording of the different sounds. - Play the first part of the recording. Have students listen and point to the pictures. - Play the second part for students to repeat. - Play the whole recording. Have students point and then repeat. - Hold up each of the phonics cards one at a time, showing only the picture. - Ask the class for the sound and the word. - Check students' pronunciation. Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can point and say the words correctly and fluently. - <i>Task completed:</i> Students can point and say the words. - <i>Task uncompleted:</i> Students are unable to point and say the words. 	<ul style="list-style-type: none"> - Look at the pictures in their books. Follow the teacher. - Listen to the first part of the recording and point to the pictures. - Listen to the second part of the recording and repeat. - Listen to the whole recording. Point and then repeat the letters and the words.
--	--	---

<p>Practice</p>	<p>*Listen and chant (Track 100)</p> <ul style="list-style-type: none"> - Ask students to say what they see in the pictures. - Draw students' attention to the lyrics of the chant. - Play the recording for students to listen to the chant. Say the chant line by line. Ask students to repeat after you. - Play the recording again, pausing after each line for students to repeat. - Play it again for students to follow along. - Remark on students' pronunciation. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the chant correctly. - <i>Task completed:</i> Students can say the chant. - <i>Task uncompleted:</i> Students are unable to say the chant. <p>*Read the chant again. Say the words with <i>dr</i>, <i>tr</i>, and <i>cr</i>. (page 63)</p> <ul style="list-style-type: none"> - Focus on the chant. Write the first line on the board. Ask students to find an example of the letters. - Have students read the chant silently and only say the words with <i>dr</i>, <i>tr</i>, and <i>cr</i> out loud. - Ask students to write the <i>dr</i>, <i>tr</i>, and <i>cr</i> words in their notebooks. - Call on some students to say the words with <i>dr</i>, <i>tr</i>, and <i>cr</i> out loud. - Check students' pronunciation. <p>Answers: train truck crab drum draws crayons dress tree</p> <p>→Expected outcomes and assessment</p>	<ul style="list-style-type: none"> - Say what they see in the pictures. - Pay attention to the lyrics of the chant. - Listen to the chant. Repeat the chant line by line. - Listen to the chant again to repeat. - Listen to the chant again to follow along. - Look at the chant. Find an example of the letters. - Read the chant silently and only say the words with <i>dr</i>, <i>tr</i>, and <i>cr</i> out loud. - Write the <i>dr</i>, <i>tr</i>, and <i>cr</i> words in their notebooks.
------------------------	---	--

	<ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen and circle the pictures correctly. - <i>Task completed:</i> Students can listen and circle the pictures. - <i>Task uncompleted:</i> Students are unable to listen and circle the pictures. 	
Production	<p>*Listen to the sounds and write the words. (Track 101)</p> <ul style="list-style-type: none"> - Ask students what they can see (<i>a truck, a drum, a crayon</i>). Explain that they will hear different sounds from the lesson. They listen and write the letters they hear in their notebooks in the order they hear them. - Play the recording for students to listen to the first sound followed by the whole word. Ask <i>What's the sound?</i> Have students write the words. - Play the rest of the recording for students to write the words. - Let students share their answers with their partner. - Ask students to come to the board and write the answers. - Check students' pronunciation. Give feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write the words correctly. - <i>Task completed:</i> Students can write the words. - <i>Task uncompleted:</i> Students are unable to write the words. <p>*Let's talk</p> <ul style="list-style-type: none"> - Ask students to look at the picture and speech bubble. - Ask a student to say the speech bubble. - In pairs, have students take turns 	<ul style="list-style-type: none"> - Look at the picture and answer what they can see. Follow the teacher. - Listen to the first sound followed by the whole word. Write the words. - Listen to the rest of the recording and write the words. - Share their answers with their partner. - Come to the board and write the answers. - Look at the picture and speech bubble. - Say the speech bubble. - Work in pairs. Take turns to say the sentence. Use

	<p>to say the sentence. Encourage them to use other vocabulary words on the page.</p> <ul style="list-style-type: none"> - Call volunteers to perform for the class. - Evaluate students. Praise them. <p>→ Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sentences correctly and fluently. - <i>Task completed:</i> Students can say the sentences. - <i>Task uncompleted:</i> Students are unable to say the sentences. 	<p>other vocabulary words on the page.</p> <ul style="list-style-type: none"> - Perform for the class.
Homework	<ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 59. - Prepare for the next lesson (Unit 8 - Lesson 5). 	

WEEK 22

Date of preparing : 28/01/2024

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

Period: 82

UNIT 8: I'M DANCING WITH DAD.

Lesson Five - Skills Time! / Part 1 (page 64)

I. DESIRED OBJECTIVES. By the end of the lesson, students will be able to:

1. Core competences

- Read and understand a descriptive email; complete questions with information from the text.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about celebrations.
- *Problem-solving and creativity:* guess what people are doing.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary:* review the words of things people do to get ready for a celebration
- *Extra vocabulary:* choosing

2. Patterns: review the previous patterns

3. Skills: Listening, Speaking.

III. RESOURCES AND MATERIALS

- Student book - page 62, Audio tracks 97-98, Teacher's Guide
- Website *sachso.edu.vn*, Flashcards 88-90, Computer, projector,

*Culture note: Celebrations

- Have a good time with their family!

IV. LEARNING EXPERIENCES.

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<p>Warm-up/ review</p>	<p>*Let's sing: <i>Sing the song "Getting ready for the party" (Track 98)</i></p> <ul style="list-style-type: none"> - Set up the activity. Tell students they are going to sing <i>Getting ready for the party</i> from Lesson 3 to energize the class. - Play the recording for students to listen. - Play the recording again for students to sing in chorus. - Let students to sing the song without music. Have students clap their hands as singing the song. - Give comments. Praise students. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song nicely. - <i>Task completed:</i> Students can sing the song. - <i>Task uncompleted:</i> Students are unable to sing the song. 	<ul style="list-style-type: none"> - Listen to the teacher's instructions. - Listen to the song. - Listen to the song again and sing in chorus. - Sing the song without music. Clap their hands as singing the song.
<p>Presentation</p>	<p>*Lead-in: <i>Use the picture on page 64</i></p> <ul style="list-style-type: none"> - Discuss celebrations with the class. Ask the class <i>Do you like celebrations? What things do we celebrate in Viet Nam? What do you do to get ready for celebrations?</i> - Ask students to look at the text and tell what kind of text it is (<i>an email</i>). - Ask who it is to and who it is from (to Kim from Na). - Ask students to look at the pictures and tell what the e-mail is about (getting ready for Tet). 	<ul style="list-style-type: none"> - Discuss celebrations. Answer the questions. - Look at the text and tell what kind of text it is (<i>an email</i>). - Answer the questions. - Look at the pictures and tell what the e-mail is about (getting ready for Tet).

	<p>→ Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can answer the questions correctly. - <i>Task completed:</i> Students can answer the questions. - <i>Task uncompleted:</i> Students are unable to answer the questions. <p>*Look at the pictures. What is Na doing? (Page 64)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures again. Point to each one and ask <i>What are they doing?</i> Encourage students to answer with the structure <i>They're ...ing.</i> - Ask students to work in pairs and take turns asking and answering questions about what people are doing. - Call students to answer what Na is doing. - Praise students if they have done well. <p>Answer: Na is helping Mom and Dad, cleaning, choosing <i>ao dai</i> with Mom and Aunt Tam, and making <i>banh chung</i> with her brother.</p> <p>→ Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can describe the picture correctly. - <i>Task completed:</i> Students can describe the picture. - <i>Task uncompleted:</i> Students are unable to describe the picture. 	<ul style="list-style-type: none"> - Look at the picture and answer with the structure <i>They're ...ing.</i> - Work in pairs and take turns asking and answering questions about what people are doing. - Answer what Na is doing.
Practice	<p>*Listen and read. (Track 102)</p> <ul style="list-style-type: none"> - Write some comprehension 	<ul style="list-style-type: none"> - Look at some questions.

	<p>questions on the board, e.g. <i>What's Na doing with Mom and Aunt Tam? What are Na and her brother making?</i></p> <ul style="list-style-type: none"> - Tell students they are going to listen to a recording of the e-mail. - Play the recording. Have students follow in their books. - Play the recording again and ask students to answer the comprehension questions. - Check students' pronunciation. Give feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can read an email correctly and fluently. - <i>Task completed:</i> Students can read an email. - <i>Task uncompleted:</i> Students are unable to read an email. 	<ul style="list-style-type: none"> - Listen to a recording of the e-mail. - Listen to the recording. Follow in their books. - Listen to the recording. Answer the comprehension questions.
Production	<p>*Further practice: True or False statements</p> <ol style="list-style-type: none"> 1. <i>Her name is Na. __T__</i> 2. <i>It's Na's birthday. _____</i> 3. <i>Na's brother is helping with the cooking and cleaning. _____</i> 4. <i>Na is choosing new clothes with her sister. _____</i> 5. <i>Na and her brother are making banh chung. _____</i> <ul style="list-style-type: none"> ○ Set up the activity. ○ Divide the class into four groups. ○ Give each group a small board with the statements. Do not allow students to write anything. ○ Ask each group to read the email gain and write T (True) or F (False) for each sentence. ○ Give students two minutes 	<ul style="list-style-type: none"> - Listen to the teacher. - Work in groups. - Hold the small board. Do not write anything. - Read the email gain and write T (True) or F (False) for each sentence. - Do the task. - Give the answer for each

	<p>to do the task.</p> <ul style="list-style-type: none"> ○ Call on students to give the answer for each sentence. Have the leader of each group to check the answer for another group. ○ The groups with the most correct answers is the winner. <p>- Praise the winner. Give feedback.</p> <p>Answers: 1. T 2. F 3. T 4. F 5. T</p> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write the answers correctly. - <i>Task completed:</i> Students can write the answers. - <i>Task uncompleted:</i> Students are unable to write the answers. 	<p>sentence. The leader of each group checks the answer for another group.</p> <ul style="list-style-type: none"> ○ The groups with the most correct answers is the winner. <p>- Praise the winner.</p>
Homework	<ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 60. - Prepare for the next lesson (Unit 8 - Lesson 5/Part 2). 	

WEEK 22

Date of preparing : 28/01/2024

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

Period: 83

UNIT 8: I'M DANCING WITH DAD.

Lesson Five - Skills Time! / Part 2 (page 64)

I. DESIRED OBJECTIVES. By the end of the lesson, students will be able to:

1. Core competences

- Read and understand a descriptive email; complete questions with information from the text.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about celebrations.
- *Problem-solving and creativity*: guess what people are doing.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: review the words of things people do to get ready for a celebration
- *Extra vocabulary*: choosing

2. Patterns: review the previous patterns

3. Skills: Listening, Speaking.

III. RESOURCES AND MATERIALS

- Student book - page 62, Audio tracks 97-98, Teacher's Guide
- Website *sachso.edu.vn*, Flashcards 88-90, Computer, projector,

***Culture note: Celebrations**

- Have a good time with their family!

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/ review	<p>*Chatting: "Ask and answer"</p> <ol style="list-style-type: none"> 1. <i>Do you like celebrations?</i> 2. <i>What things do we celebrate in Viet Nam?</i> 3. <i>What do you do to get ready for celebrations?</i> <ul style="list-style-type: none"> - Set up the activity. - Discuss celebrations with the class. - Ask students some questions about celebrations. - Put students in pairs. Give students two minutes to think about the answers. - Call some volunteers to answer the questions. - Give feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can answer the questions correctly. - <i>Task completed:</i> Students can answer the questions. - <i>Task uncompleted:</i> Students are unable to answer the questions. 	<ul style="list-style-type: none"> - Discuss celebrations. - Listen to the teacher. - Work in pairs. Think about the answers in two minutes. - Answer the questions.
Presentation	<p>*Lead-in: "Listen and read" (Track 102)</p> <ul style="list-style-type: none"> - Ask students to look at the email with pictures. - Play the recording for students to listen and follow silently in their books. - Play the recording again and ask students to repeat. - Pick some volunteers to read the email in the front of the class. - Give comments and praise. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with</i> 	<ul style="list-style-type: none"> - Look at the email with pictures. - Listen to the recording and follow silently in their books. - Listen to the recording and repeat. - Read the email in the front of the class.

	<p><i>excellence</i>: Students can read the email correctly.</p> <ul style="list-style-type: none"> - <i>Task completed</i>: Students can read the email. - <i>Task uncompleted</i>: Students are unable to read the email. <p>*Read again. Write. (page 64)</p> <ul style="list-style-type: none"> - Copy the example question and answer onto the board. - Ask students to scan the text to find the answer. Elicit where they found the answer for sentence 1 (in the second sentence). - Ask students to get their notebooks. Tell students to write numbers 1-5. Tell them to copy the answer to the first question next to number one. - Ask students to find the answers in the email and write the answers next to the number for each question. - Ask students to come to the board and write the answers for each sentence. - Confirm the correct answers. Give feedback. <p>Answers:</p> <ol style="list-style-type: none"> 1. holiday 2. mom/dad 3. Aunt Tam/her aunt 4. red 5. brother <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence</i>: Students can write the answers correctly. - <i>Task completed</i>: Students can write the answers. - <i>Task uncompleted</i>: Students are unable to write the 	<ul style="list-style-type: none"> - Look at the example question and answer onto the board. - Scan the text to find the answer. <ul style="list-style-type: none"> - Get their notebooks. Write numbers 1-5. Copy the answer to the first question next to number one. <ul style="list-style-type: none"> - Find the answers in the email and write the answers next to the number for each question. - Come to the board and write the answers for each sentence.
--	--	--

	answers.	
Practice	<p>*How do you celebrate Tet? (page 64)</p> <ul style="list-style-type: none"> - Tet is a very important celebration in Viet Nam. In other countries, there are different important celebrations. - Ask the students if they know any celebrations from other countries (Christmas, Children's Day, etc.) What do people do to celebrate there? Is it the same as Tet in Viet Nam? - Ask students to work in pairs and make a discussion about these questions. - Call some volunteers to answer the questions. - Check students' pronunciation. Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can ask and answer the questions about their favorite toy fluently. - <i>Task completed:</i> Students can ask and answer the questions about their favorite toy. - <i>Task uncompleted:</i> Students are unable to ask and answer the questions about their favorite toy. 	<ul style="list-style-type: none"> - Listen to the teacher's introduction. - Answer the questions. - Work in pairs and make a discussion about these questions. - Answer the questions.
Production	<p>*Game: "The dice game"</p> <ul style="list-style-type: none"> - Set up the activity. Tell students they are going to read the email. - Divide the class into groups of six. Label each student a number. Give each group a 	<ul style="list-style-type: none"> - Listen to the teacher's instructions. - Work in groups of six.

	<p>dice.</p> <ul style="list-style-type: none"> - Divide the email into three parts. - Let each student of each group take turns throwing the dice to choose a student and read each part of the email. - Give students three minutes to play the game. - Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can read the email correctly and fluently. - <i>Task completed:</i> Students can read the email. - <i>Task uncompleted:</i> Students are unable to read the email. 	<ul style="list-style-type: none"> - Listen to the teacher. - Take turns throwing the dice to choose a student and read each part of the email. - Play the game in three minutes.
Homework	<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Review the words and the patterns. - Do the exercises in Workbook page 60. - Prepare for the next lesson (Unit 8 - Lesson 6). 	

WEEK 22

Date of preparing : 28/01/2024

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

Period: 84

UNIT 8: I'M DANCING WITH DAD.

Lesson Six - Skills Time! (page 65)

I. DESIRED OBJECTIVES. By the end of the lesson, students will be able to:

1. Core competences

- Identify people from their descriptions.
- Talk about what people are doing.
- Write about *Tet* using the present progressive.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about celebrations.
- *Problem-solving and creativity*: guess what people are doing.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: review phrases about celebrations

2. Patterns: review the previous patterns

3. Skills: Listening, Speaking and Writing.

III. RESOURCES AND MATERIALS

- Student book - page 62, Audio tracks 97-98, Teacher's Guide
- Website *sachso.edu.vn*, Flashcards 88-90, Computer, projector,

***Culture note: Celebrations**

- Have a good time with their family!

IV. LEARNING EXPERIENCES.

STAGES	Teacher's activities	Students' activities
<p>Warm-up/ review</p>	<p>*Game: "Simon says..." <i>dance, sing, eat, talk, watch, wash the car, brush my hair, take photos</i></p> <ul style="list-style-type: none"> - Explain the game. Tell students that you are going to give instructions. If the instruction begins with the words <i>Simon says...</i> students must do as you say. If not, they must stand still and wait for the next instruction. Any student who gets this wrong is out of the game and sits down. - Ask the students to stand at their desks. - Model the activity, <i>e.g. Simon says stand up. Simon says open your book.</i> Intermittently, introduce an instruction that doesn't start with <i>Simon says</i> and see if any students follow the instruction. - Continue the game until there is one winner or a group of winners, if you prefer. - Praise the winner. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can remember the words correctly. - <i>Task completed:</i> Students can remember the words. - <i>Task uncompleted:</i> Students are unable to remember the words. 	<ul style="list-style-type: none"> - Listen to the teacher's instructions. - Stand at their desks. - Follow the teacher. - Continue the game until there is one winner or a group of winners, if you prefer.
<p>Presentation</p>	<p>*Lead-in:</p> <ul style="list-style-type: none"> - Ask students what they can remember about the email from the previous lesson. - Allow students to look back at the text in Lesson 5 of their books to see how much they remembered correctly. 	<ul style="list-style-type: none"> - Answer what they can remember about the email from the previous lesson. - Look back at the text in Lesson 5 of their books to see how much they

	<p>*Listen and number. (Track 103)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures in exercise 1. Tell them <i>These are the photos of Na's celebration. Ask Who's this? What's he/she doing?</i> Ask students to predict what they are going to hear. - Tell students they are going to listen to Na's new email to Kim and that they are going to hear about the photos. - Tell students to write in pencil numbers 1-4 next to the letter of the picture in the order they hear them. - First, play the recording for students to listen and point to the people as they are being described. - Play the recording a second time for students to write the letter next to the number for each sentence. - Repeat the recording for students to complete their answers. - Ask students to give the answers. - Confirm the correct answers. Praise students if they have done well. <p style="text-align: center;">Answers: 1. b 2. c 3. a 4. d</p> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen and number items correctly. - <i>Task completed:</i> Students can listen and number items. - <i>Task uncompleted:</i> Students are unable to listen and number items. 	<p>remembered correctly.</p> <ul style="list-style-type: none"> - Look at the pictures in exercise 1. Predict what they are going to hear. - Listen the recording the whole way through once. - Listen to the teacher. - Write in pencil numbers 1-4 next to the letter of the picture in the order they hear them. - Listen to the recording and point to the people as they are being described. - Listen to the recording a second time and write the letter next to the number for each sentence. - Listen to the recording again and complete their answers. - Give the answers.
--	--	---

<p>Practice</p>	<p>*Point, ask, and answer. (page 65)</p> <ul style="list-style-type: none"> - Focus attention on the speech bubbles. Point to the first picture and read the question for students to give the answer. Have students repeat the question and answer in chorus. - Put students in pairs to take turns pointing to the pictures and asking and answering about what the people are doing. - Ask some pairs to ask and answer questions for the class. - Check students' pronunciation. Give feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about what people are doing correctly. - <i>Task completed:</i> Students can talk about what people are doing. - <i>Task uncompleted:</i> Students are unable to talk about what people are doing. <p>*Choose a photo of your Tet holiday and say what you're doing. (page 65)</p> <ul style="list-style-type: none"> - Ask students if they can have a photo of their Tet holiday. - Ask students to think about how they celebrate Tet. Elicit what students are doing, <i>e.g. using the vocabulary from the lesson to describe their photo.</i> - Have some students to say how they celebrate Tet. - Praise them. Give comments. 	<ul style="list-style-type: none"> - Look at the speech bubbles. Give the answer. Repeat the question and answer in chorus. - Work in pairs. Take turns pointing to the pictures and asking and answering about what the people are doing. - Ask and answer questions for the class. - Prepare a photo of their Tet holiday (if they have). - Think about how they celebrate Tet. - Say how they celebrate Tet.
------------------------	---	---

	<p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say how they celebrate <i>Tet</i> fluently. - <i>Task completed:</i> Students can say how they celebrate <i>Tet</i>. - <i>Task uncompleted:</i> Students are unable say how they celebrate <i>Tet</i>. 	
<p>Production</p>	<p>*Write ing. (Page 65)</p> <ul style="list-style-type: none"> - Write the first sentence on the board completing the word <i>eat</i> with <i>ing</i>. - Choose one student to come to the board and circle the <i>ing</i> in <i>eating</i> in the sentence. - Have students complete the sentences in their book. - Help as needed and check answers with the class. - Check students' answers. Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can complete the sentences correctly. - <i>Task completed:</i> Students can complete the sentences. - <i>Task uncompleted:</i> Students are unable to complete the sentences. <p>*Write about your family at Tet. (page 65)</p> <ul style="list-style-type: none"> - Ask students to think about how they celebrate <i>Tet</i> with their own family. - Ask students to share their answers. Suggest vocabulary as needed. - Copy the sentences from the book on the board. - Tell students they are going to 	<ul style="list-style-type: none"> - Look at the first sentence on the board completing the word <i>eat</i> with <i>ing</i>. - Come to the board and circle the <i>ing</i> in <i>eating</i> in the sentence. - Complete the sentences in their book. - Think about how they celebrate <i>Tet</i> with their own family. - Share their answers. Suggest vocabulary as needed. - Look at the sentences on the board. - Listen to the teacher.

	<p>complete the sentences with words describing how they celebrate <i>Tet</i>.</p> <ul style="list-style-type: none"> - Monitor and help where needed, checking students are using the correct verb forms. - Give two minutes for students to complete the sentences with words describing how they celebrate <i>Tet</i>. - Call some students to read their paragraphs. - Praise students if they have done well. Give feedback. <p>→ Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write about their family at <i>Tet</i> well. - <i>Task completed:</i> Students can write about their family at <i>Tet</i>. - <i>Task uncompleted:</i> Students are unable to write about their family at <i>Tet</i>. 	<ul style="list-style-type: none"> - Complete the sentences with words describing how they celebrate <i>Tet</i>. - Read their paragraphs.
HOMEWORK	<p>Revise the words and the patterns.</p> <ul style="list-style-type: none"> - Do the exercises in Workbook page 61. <p>Prepare for the next lesson (Unit 9 - Lesson 1).</p>	

Kiểm tra ngày 02/02/2024
Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 23

Date of preparing : 28/01/2024

Date of teaching: 19/02-23/02/2024

Period: 85

UNIT 9: HE CAN RUN.

Lesson One - Words / Part 1 (page 66)

I. DESIRED OBJECTIVES

By the end of the lesson, students will be able to:

1. Core competences

- Identify actions.
- Understand a short story.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about their abilities.
- *Problem-solving and creativity*: find out someone's ability.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: play soccer, ride a bike, run, catch, fly
- *Extra vocabulary*: baby (bird), good job

2. Skills: Listening, Speaking and Reading.

III. RESOURCES AND MATERIALS

- Student book - page 62, Audio tracks 97-98, Teacher's Guide
- Website *sachso.edu.vn*, Flashcards 88-90, Computer, projector,

*Culture note: Abilities

- Celebrate different abilities!

IV. LEARNING EXPERIENCES.

STAGES	Teacher's activities	Students' activities
Warm-up/ review	<p>*Poem: <i>Play "At the bus station" from Unit 7 (Track 91)</i></p> <ul style="list-style-type: none"> - Set up the activity. - Ask students if they can remember the poem of unit 7. - Use the picture of the poem. Ask students some questions <i>Where are the girl and her family? How many boys do you see? How many girls do you see? Do you see a blue shirt?</i> - Play the recording for students to listen and follow along. - Have students to read the poem in chorus. - Call some students to read the poem for the class. - Check students' pronunciation. Praise them. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can read the poem correctly and fluently. - <i>Task completed:</i> Students can read the poem. - <i>Task uncompleted:</i> Students are unable to read the poem. 	<ul style="list-style-type: none"> - Say the name of the poem. - Look at the picture. Answer the questions. - Listen to the poem and follow along. - Read the poem in chorus. - Read the poem for the class.
Presentatio n	<p>*Lead-in: <i>Use Flashcards 91-95 to present the vocabulary.</i></p> <ul style="list-style-type: none"> - Use flashcards to present the vocabulary. Say the words for students to repeat. - Hold the flashcards up in a different order and repeat. - Mime actions for each action for students to say the word. Then say a word for students to mime the action. - Stick the flashcards on the board and write the words under them. Point to the words and the 	<ul style="list-style-type: none"> - Repeat the words. - Look at the flashcards. - Look at the teacher's actions. Say the word. Mime the action. - Look at the flashcards on the board. Repeat the words.

	<p>flashcards for students to repeat.</p> <ul style="list-style-type: none"> - Remark on students' pronunciation. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can pronounce the words correctly and fluently. - <i>Task completed:</i> Students can pronounce the words. - <i>Task uncompleted:</i> Students are unable to pronounce the words. <p>*Listen and point. Repeat. (Track 104)</p> <ul style="list-style-type: none"> - Point to the pictures. Say the words and let the students repeat. - Play the recording. Have students point to the correct words. - Play the recording again. Ask students to repeat each word after they hear it. - Ask some students to read the words aloud. - Check students' pronunciation. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can point and say the words correctly and fluently. - <i>Task completed:</i> Students can point and say the words. - <i>Task uncompleted:</i> Students are unable to point and say the words. 	<ul style="list-style-type: none"> - Look at the pictures. Repeat the words. - Listen to the recording. Point to the correct words. - Listen to the recording again. Repeat each word after they hear it. - Read the words aloud.
Practice	<p>*Listen and chant. (Track 105)</p> <ul style="list-style-type: none"> - Play the recording and teach the chant. - Play again for students to repeat the words in the pauses. Repeat as many times as needed. - Have students say the chant as a class, without the recording. - Call two groups/students to say 	<ul style="list-style-type: none"> - Listen to the chant. - Listen to the chant. Repeat the words in the pauses. - Say the chant as a class, without the recording. - Say the chant for the class.

	<p>the chant for the class. The rest of the class claps along to the rhythm of the chant.</p> <ul style="list-style-type: none"> - Praise students if they have done well. <p>→ Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the chant correctly and fluently. - <i>Task completed:</i> Students can say the chant. - <i>Task uncompleted:</i> Students are unable to say the chant. 	<p>The rest of the class claps along to the rhythm of the chant.</p>
Production	<p>*Game: “Who’s faster?” <i>Pictures (play soccer, ride a bike, run, catch, fly)</i></p> <ul style="list-style-type: none"> - Prepare sets of pictures on the board. - Ask students to work in groups. - Show a picture on the board and ring the bell. - Ask students to raise their hands as fast as they can to speak up the picture’s name. - The student with the correct answer will get scores for their group. Praise the winner. - Remark on students’ pronunciation. <p>→ Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify and say the words correctly. - <i>Task completed:</i> Students can identify and say the words. - <i>Task uncompleted:</i> Students are unable to identify and say the words. 	<ul style="list-style-type: none"> - Look at sets of pictures on the board. - Work in groups. - Look at the pictures. - Raise their hands as fast as they can to speak up the picture’s name. - The student with the correct answer will get scores for their group.
Homework	<ul style="list-style-type: none"> - Learn new words by heart. - Do the exercises in Workbook page 62. - Prepare for the next lesson (Unit 9 - Lesson 	

WEEK 23

Date of preparing : 28/01/2024

Date of teaching: 19/02-23/02/2024

Period: 86

UNIT 9: HE CAN RUN.

Lesson One - Words / Part 2 (page 66)

I. DESIRED OBJECTIVES

By the end of the lesson, students will be able to:

1. Core competences

- Identify actions.
- Understand a short story.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about their abilities.
- *Problem-solving and creativity*: find out someone's ability.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: play soccer, ride a bike, run, catch, fly
- *Extra vocabulary*: baby (bird), good job

2. Skills: Listening, Speaking and Reading.

III. RESOURCES AND MATERIALS

- Student book - page 62, Audio tracks 97-98, Teacher's Guide
- Website *sachso.edu.vn*, Flashcards 88-90 , Computer, projector,

*Culture note: Abilities

- Celebrate different abilities!

D. LEARNING EXPERIENCES

STAGES	Teacher's activities	Students' activities
Warm-up/ review	<p>*Game: "Whisper" Flashcards (play soccer, ride a bike, run, catch, fly, play)</p> <ul style="list-style-type: none"> - Introduce the game. - Put students into two groups. - Secretly show a flashcard to the first student in each group. This student whispers the word to the student next to him/her. - Ask students to continue whispering the word to the student next to them until the word reaches the final student. - Have the final student say the word out loud, and the first student holds up the flashcard to see whether the word is correct. - Praise the winner. - Stick the flashcards on the board. Point to each flashcard and let students read the word aloud. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say action words correctly. - <i>Task completed:</i> Students can say action words. - <i>Task uncompleted:</i> Students are unable to say action words. 	<ul style="list-style-type: none"> - Listen to the teacher's instructions. - Work in groups. - Look at the flashcard. Whisper the word to the student next to him/her. - Continue whispering the word to the student next to them until the word reaches the final student. - The final student says the word out loud, and the first student holds up the flashcard to see whether the word is correct. - Look at the flashcards on the board. Read the word aloud.
Presentation	<p>*Listen and point. Repeat. (Track 104)</p> <ul style="list-style-type: none"> - Stick the pictures on the board. Point to the pictures. Say the words and let the students repeat. - Play the recording. Have students point to the correct words. - Play the recording again. Ask students to repeat each word after they hear it. - Call on some students to read the words for the class. 	<ul style="list-style-type: none"> - Look at the pictures on the board. Repeat the words. - Listen to the recording. Point to the correct words. - Listen to the recording again. Repeat each word after they hear it. - Read the words for the class.

	<ul style="list-style-type: none"> - Praise students if they have done well. → Expected outcomes and assessment - <i>Task completed with excellence:</i> Students can point and say the words correctly and fluently. - <i>Task completed:</i> Students can point and say the words. - <i>Task uncompleted:</i> Students are unable to point and say the words. 	
Practice	<p>*Listen and read. (Track 106)</p> <ul style="list-style-type: none"> - Talk about each frame one at a time with the class. Ask students to identify the characters and any other words they know. - Elicit that Billy is sad in the first two frames. Elicit why he is sad (He can't ride a bike. He can't play soccer). Elicit that Billy can run and catch. Point to the final frame. Ask <i>Is Billy happy? (Yes) Why?</i> Encourage and accept all ideas about why Billy is happy from different children. - Ask students to look at the story in their books while they listen to the recording. - Play the recording for students to listen and point to the speech bubbles as they hear the words. Ask students to answer why Billy is happy at the end of the story (He can catch the baby bird). - Write the following questions on the board: <i>Who can ride a bike? Who can play soccer? Who can run? Who can catch?</i> - Play the recording again. Then, ask the class for the answers to the questions on the board. - Ask students to look at the story again. Tell them to find and point to words from exercise 1. <p>*Role-play:</p>	<ul style="list-style-type: none"> - Identify the characters and any other words they know. - Listen to the teacher. Give the ideas. - Look at the story in their books while they listen to the recording. - Listen to the recording and point to the speech bubbles as they hear the words. Answer why Billy is happy at the end of the story (He can catch the baby bird). - Look at the questions on the board. - Listen to the recording again and answers to the questions on the board.

	<ul style="list-style-type: none"> - Ask students to practice the conversation in pairs. - Observe students' pronunciation and help if necessary. Then, correct the mistakes. - Call some pairs perform the conversation in front of the class. - Ask students to give their feedback on their friends' presentation, then teacher gives feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can read the story correctly and fluently. - <i>Task completed:</i> Students can read the story. - <i>Task uncompleted:</i> Students are unable to read the story. 	<ul style="list-style-type: none"> - Look at the story again. Tell them to find and point to words from exercise 1. - Practice the conversation in pairs. - Perform the conversation in front of the class. - Give their feedback on their friends' presentation.
<p>Production</p>	<p>*Game: "Guess the word"</p> <ol style="list-style-type: none"> 1. p _ _ _ s _ _ _ _ _ - play soccer 2. r _ _ _ a b _ _ _ - ride a bike 3. r _ _ - run 4. c _ _ _ _ - catch 5. f _ _ - fly <ul style="list-style-type: none"> - Introduce the game. - Model the activity first. Write a word on the board with several or all letters missing. <i>E.g. b _ _ _ (bird)</i> - Ask each group to take turns calling out a letter. - Add the missing letters to the word if correctly guessed. - Give that group one point if it's a correct guess. - Continue until the students guess the word correctly. - The group that gets the most points wins. - Praise the winner. Give feedback. 	<ul style="list-style-type: none"> - Listen to the teacher's instructions. - Follow the teacher. - Take turns calling out a letter. - Look at the meaningful word. - Give that group one point if it's a correct guess. - Continue until the students guess the word correctly. - The group that gets the most points wins.

	<p>→Expected outcomes and assessment</p> <ul style="list-style-type: none">- <i>Task completed with excellence:</i> Students can write the words correctly.- <i>Task completed:</i> Students can write the words.- <i>Task uncompleted:</i> Students are unable to write the words.	
Homework	<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none">- Revise the words by heart.- Do the exercises in Workbook page 62. <p>Prepare for the next lesson (Unit 9 - Lesson 2).</p>	

WEEK 23

Date of preparing : 28/01/2024

Date of teaching: 19/02-23/02/2024

Period: 87

UNIT 9: HE CAN RUN.

Lesson Two - Grammar (page 67)

I. DESIRED OBJECTIVES

By the end of the lesson, students will be able to:

1. Core competences

- Talk about ability with *can* and *can't*.
- Act out the story.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about their abilities.
- *Problem-solving and creativity*: find out someone's ability.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: review action words

2. Patterns

- I can / can't catch.
- He / She / It can / can't fly.

3. Skills: Listening, Speaking and Writing.

III. RESOURCES AND MATERIALS

- Student book - page 62, Audio tracks 97-98, Teacher's Guide
- Website *sachso.edu.vn*, Flashcards 88-90, Computer, projector,

***Culture note: Abilities**

- Celebrate different abilities!

IV. LEARNING EXPERIENCES

STAGES	Teacher's activities	Students' activities
Warm-up/ review	<p>*Game: "Musical cards"</p> <ul style="list-style-type: none"> - Ask students if they can remember any of action words (<i>play soccer, ride a bike, run, catch, fly</i>). - Explain the game. Model the activity first. - Play the song <i>Getting ready for the party!</i> from page 62 (Track 90). - Hand out the flashcards to different students around the class. Ask them to pass the cards to the students next to them while the music is playing. - Stop the music suddenly. Ask the students who are holding the flashcards, <i>What's this?</i> Ask them to say the words aloud. - Play the music again and repeat the activity. - Ask students to check their friends' pronunciation. Give feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the words correctly and fluently. - <i>Task completed:</i> Students can say the words. - <i>Task uncompleted:</i> Students are unable to say the words. 	<ul style="list-style-type: none"> - Say the words. - Listen to the teacher. - Listen to the song. - Hold the flashcards. Pass the cards to the students next to them while the music is playing. - Say the words aloud. - Continue playing the game. - Check their friends' pronunciation.
Presentation	<p>*Lead-in: Use pictures (part 3) on page 66</p> <ul style="list-style-type: none"> - Ask students if they can remember what happened in 	<ul style="list-style-type: none"> - Answer what happened in the story in the last lesson.

	<p>the story in the last lesson.</p> <ul style="list-style-type: none"> - Prompt students to mime the actions from the story by saying the words. Support with the flashcards as needed. <p>*Listen to the story again. (Track 106)</p> <ul style="list-style-type: none"> - Ask students to turn to the story in their books. Check how many words they remembered. - Play the recording, pausing for students to repeat. - Divide the class into groups to play the roles in the story. - Praise students. Give comments. <p>Story actions</p> <p><i>Picture 1:</i> Rosy rides a bike; mime by pedaling with hands.</p> <p><i>Picture 2:</i> Tim kicks a ball; Billy looks sad.</p> <p><i>Picture 3:</i> Baby bird tries to fly, but flaps and falls down.</p> <p><i>Picture 4:</i> Billy runs and holds out hands to catch baby bird.</p> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can remember the story correctly and fluently. - <i>Task completed:</i> Students can remember the story. - <i>Task uncompleted:</i> Students are unable to remember the story. 	<ul style="list-style-type: none"> - Mime the actions from the story by saying the words. - Turn to the story in their books. Say the words they remembered. - Listen to the recording and repeat. - Play the roles in the story in groups.
Practice	<p>*Listen and say. (Track 107)</p> <ul style="list-style-type: none"> - Ask students to point to the pictures while you read the sentences. - Read the sentences again for students to repeat after you. - Write the sentences on the board, underlining <i>can</i> and 	<ul style="list-style-type: none"> - Point to the pictures while you read the sentences. - Repeat the sentences. - Look at the sentences on the board. Follow the teacher.

	<p><i>can't</i>. Draw students' attention to the box and point out that <i>can't</i> is the same as <i>cannot</i>. Elicit what other words they know that have <i>n't</i> (<i>don't</i> and <i>doesn't</i>).</p> <ul style="list-style-type: none"> - Say the sentences in random order, prompting students to repeat and point to the correct picture. - Play the recording through for students to listen. - Play the recording again, pausing for students to repeat. - Check students' pronunciation. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sentence patterns correctly and fluently. - <i>Task completed:</i> Students can say the sentence patterns. - <i>Task uncompleted:</i> Students are unable to say the sentence patterns. <p>*Listen and say Yes or No (Track 108)</p> <ul style="list-style-type: none"> - Tell students to look at the picture and elicit the actions they can recognize. - Ask students to point to the numbers next to each person. Explain that they are going to hear a recording for each of those students. They should say <i>Yes</i> if the sentence is correct or <i>No</i> if it isn't correct. - Play the recording and pause after the first sentence. Elicit the girl can run, so prompt students to say <i>Yes</i>. - Continue the recording, 	<ul style="list-style-type: none"> - Repeat and point to the correct picture. - Listen to the recording. - Listen to the recording again and repeat. - Look at the first picture. Recognize the actions. - Point to the numbers next to each person. Listen to the teacher. - Listen to the recording. Answer the questions. - Listen to the recording again. Answer the questions.
--	--	--

	<p>pausing after each for students to say <i>Yes</i> or <i>No</i>.</p> <ul style="list-style-type: none"> - Praise students if they have done well. <p>Answers: 1. Yes 2. No 3. Yes 4. Yes 5. Yes 6. No</p> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen and identify the answers correctly. - <i>Task completed:</i> Students can listen and identify the answers. - <i>Task uncompleted:</i> Students are unable to listen and identify the answers. 	
Production	<p>*Look and say (page 67)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures and identify the actions. Ask them to point to the word in the box as they say each action. - Have students look at the first picture. Read the example sentence out loud. - Put students in pairs to complete the activity. Walk around, checking that students are using <i>can</i> and <i>can't</i> correctly. - Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sentences correctly and fluently. - <i>Task completed:</i> Students can say the sentences. - <i>Task uncompleted:</i> Students are unable to say the 	<ul style="list-style-type: none"> - Look at the pictures and identify the actions. Point to the word in the box as they say each action. - Look at the first picture. Read the example sentence out loud. - Work in pairs. Complete the activity. <p>- Repeat the sentence.</p>

	<p>sentences.</p> <p>*Let's talk</p> <ul style="list-style-type: none"> - Read the sentence out loud for students to repeat. - Prompt students to mime riding a bike. - Put students in pairs to take turns saying the sentence. Tell them to use other words and the accompanying actions. - Call some students to perform for the class. - Remark on students' speaking skills. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about their abilities correctly and fluently. - <i>Task completed:</i> Students can talk about their abilities. - <i>Task uncompleted:</i> Students are unable to talk about their abilities. 	<ul style="list-style-type: none"> - Mime riding a bike. - Work in pairs to take turns saying the sentence. Use other words and the accompanying actions. - Perform for the class.
Homework	HOMEWORK	
<ul style="list-style-type: none"> - Learn the pattern by heart. - Do the exercises in Workbook page 63. <p>Prepare for the next lesson (Unit 9 - Lesson 3).</p>		

WEEK 23

Date of preparing : 28/01/2024

Date of teaching: 19/02-23/02/2024

Period: 88

UNIT 9: HE CAN RUN.

Lesson Three - Song (page 68)

I. DESIRED OBJECTIVES

By the end of the lesson, students will be able to:

1. Core competences

- Describe actions.
- Say what people can and can't do.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about their abilities.
- *Problem-solving and creativity*: find out someone's ability.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: jump, read, write
- *Review*: run, play soccer, fly
- *Extra vocabulary*: but, Wow!

2. Skills: Listening and Speaking.

III. RESOURCES AND MATERIALS

- Student book - page 62, Audio tracks 97-98, Teacher's Guide
- Website *sachso.edu.vn*, Flashcards 88-90, Computer, projector,
- Computer, projector,

*Culture note: Celebrations

- Have a good time with their family!

IV. LEARNING EXPERIENCES

STAGES	Teacher's activities	Students' activities
Warm-up/ review	<p>*Game: "Vocabulary review" <i>play soccer ride a bike run catch fly</i></p> <ul style="list-style-type: none"> - Set up the activity. - Place the flashcards about the actions on the board so that students can't see them. Ask students to shout out the words. - When they get one correct, turn over the flashcard so students can see it. - Continue until they have remembered all the vocabulary. - Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the words correctly and fluently. - <i>Task completed:</i> Students can say the words. - <i>Task uncompleted:</i> Students are unable to say the words. 	<ul style="list-style-type: none"> - Listen to the teacher's instructions. - Look at the flashcards about the actions on the board. Shout out the words. - When they get one correct, turn over the flashcard so students can see it. - Continue to play the game.
Presentation	<p>*Lead-in: Use flashcards 96-98 to present the vocabulary.</p> <ul style="list-style-type: none"> - Use flashcards to introduce new vocabulary. - Hold the flashcards up one at a time and say the words for students to repeat. Then hold them up in random order for students to repeat again. - Repeat the words again for students to mime the actions. - Stick the flashcards to the board and write the words under them. - Call some students read the words aloud. - Remark on students' pronunciation. 	<ul style="list-style-type: none"> - Look at the flashcards. - Follow the teacher. Repeat the words. - Mime the actions. - Look at the flashcards and the words. - Read the words

	<p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can pronounce the words correctly. - <i>Task completed:</i> Students can pronounce the words. - <i>Task uncompleted:</i> Students are unable to pronounce the words. <p>*Listen and point. Repeat (Track 109)</p> <ul style="list-style-type: none"> - Point to the pictures. Say the words and let the students repeat. - Play the recording. Have students point to the correct words. - Play the recording again. Ask students to repeat each word after they hear it. - Call some students to read all the words aloud. - Remark on students' pronunciation. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen and repeat the words correctly. - <i>Task completed:</i> Students can listen and repeat the words. - <i>Task uncompleted:</i> Students are unable to listen and repeat the words. 	<p>aloud.</p> <ul style="list-style-type: none"> - Look at the pictures. Repeat the words. - Listen to the recording. Point to the correct words. - Listen to the recording again. Repeat each word after they hear it. - Read all the words aloud.
<p>Practice</p>	<p>*Listen and sing. (Track 110)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures in their books. Elicit as many of the actions as possible. - Ask students to predict what the song is about (<i>things the bird and the child can and can't do</i>). - Play the recording through once for students to follow in their books. - Play the recording again for students to sing along. 	<ul style="list-style-type: none"> - Look at the pictures in their books. Follow the teacher. - Predict what the song is about (<i>things the bird and the child can and can't do</i>). - Listen to the song once. Follow in their

	- <i>Task uncompleted:</i> Students are unable to sing and do the actions.	
Production	<p>*Game: “Pass the ball”</p> <ul style="list-style-type: none"> - Explain how to play the game. - Play the music. Give a ball to one student and ask her/him to pass the ball to the second one. The second student passes the ball to the third one, and so on. - Stop the music. Ask the student who is holding the ball to say two sentences about their abilities using can and can't. <p><i>E.g. I can ride a bike. but I can't fly.</i></p> <ul style="list-style-type: none"> - Continue to play the game until the time runs out. <ul style="list-style-type: none"> - Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say what they can and can't do fluently. - <i>Task completed:</i> Students can say what they can and can't do. - <i>Task uncompleted:</i> Students are unable to say what they can and can't do. 	<ul style="list-style-type: none"> - Listen to the teacher's instructions. - Hold a ball. Listen to music. Pass the ball to the second one. The second student passes the ball to the third one, and so on. - Follow the teacher. Say two sentences about their ability using can or can't. - Continue to play the game.
Homework	<ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 64. <p>Prepare for the next lesson (Unit 9 - Lesson 4).</p>	

Kiểm tra ngày 02/02/2024
Tổ trưởng

Huỳnh Thị Yên Trang

WEEK 24

Date of preparing : 28/01/2024

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

Period: 89

UNIT 9: HE CAN RUN.

Lesson Four - Phonics (page 69)

I. DESIRED OBJECTIVES

By the end of the lesson, students will be able to:

1. Core competences

- Pronounce the sounds /eɪ/ and /aɪ/ on their own and in words.
- Identify the letters *ai* and *y* in the middle or at the end of words and associate them with the sounds /eɪ/ and /aɪ/.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about words beginning with sounds/letters the teacher asks.
- *Problem-solving and creativity*: find out letters *ai* and *y* in the middle or at the end of words.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: rain, train, fly, sky

2. Skills: Listening, Speaking, Reading and Writing.

III. RESOURCES AND MATERIALS

- Student book - page 62, Audio tracks 97-98, Teacher's Guide
- Website *sachso.edu.vn*, Flashcards 88-90, Computer, projector,

*Culture note: Abilities

- Celebrate different abilities!

IV. LEARNING EXPERIENCES

STAGES	Teacher's activities	Students' activities
<p>Warm-up/ review</p>	<p>*Game: "Word game" <i>Review sh, ch, th, dr, tr, cr</i> <i>Flashcards (shoes, chair, three, drum, truck, crayon)</i></p> <ul style="list-style-type: none"> - Explain how to play the game. - Divide the class into four groups and give each group six cards. - Ask students in each group to hold the flashcards. Each student holds one card, the other students in the group observe and help them, if necessary. - Say one sound, <i>e.g. /ʃ/</i>. Have the student who holds the card with the word containing the sound /ʃ/, <i>e.g. shoes</i> run to the board and show it to the class. - Follow the same procedure with other sounds. - The group that shows the most correct words will win. Praise the winner. - Ask students to read all words aloud. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify the words related to the sounds correctly. - <i>Task completed:</i> Students can identify the words related to the sounds. - <i>Task uncompleted:</i> Students are unable to identify the words related to the sounds. 	<ul style="list-style-type: none"> - Listen to the teacher's instructions. - Work in groups. - Hold the flashcards. Each student holds one card, the other students in the group observe and help them, if necessary. - Listen to the sound. The student who holds the card with the word containing the sound /ʃ/, <i>e.g. shoes</i> run to the board and show it to the class. - Continue to play the game. - The group that shows the most correct words will win. Praise the winner. - Read all the letters aloud.
<p>Presentation</p>	<p>*Lead-in: Use Phonics cards 30–33 to introduce the letters</p>	

	<p>and the words. Flashcards (<i>ai, rain, train, y, fly, sky</i>)</p> <ul style="list-style-type: none"> - Letters <i>a</i> and <i>i</i> together make a new sound /ei/. When we see <i>y</i> at the end of a word, the sound is /ai/ - Show the <i>ai</i> and <i>y</i> phonics cards. Say the phonics words, and have the students identify which sound they hear. - Say a word. Encourage students to come to the board to write each word. - Use the same process to write and say the other words. - Check students' pronunciation. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sound and the words correctly and fluently. - <i>Task completed:</i> Students can say the sound and the words. - <i>Task uncompleted:</i> Students are unable to say the sound and the words. <p>*Listen and point. Repeat (Track 111)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures in their books. Tell them that they are going to hear a recording of the different sounds. - Play the first part of the recording. Have students listen and point to the pictures. - Play the second part for students to repeat. - Play the whole recording. Have students point and 	<ul style="list-style-type: none"> - Listen to the teacher's explanation. - Listen to the phonics words. Identify which sound they hear. - Come to the board to write each word as the teacher say it. - Write and say the other words. - Look at the pictures in their books. Follow the teacher. - Listen to the first part of the recording and point to the pictures. - Listen to the second part of the recording and repeat. - Listen to the whole recording. Point and then repeat the letters and the words.
--	--	--

	<p>then repeat.</p> <ul style="list-style-type: none"> - Hold up each of the phonics cards one at a time, showing only the picture. - Ask the class for the sound and the word. - Check students' pronunciation. Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can point and say the words correctly and fluently. - <i>Task completed:</i> Students can point and say the words. - <i>Task uncompleted:</i> Students are unable to point and say the words. 	
<p>Practice</p>	<p>*Listen and chant (Track 112)</p> <ul style="list-style-type: none"> - Direct students' attention to the picture of the train. Say <i>This is a train. The train is in the rain.</i> - Ask students to read the lyrics of the chant. - Play the recording for students to listen to the chant. - Play it again. Stop after each line for students to repeat. - Repeat, encouraging students to follow in their books. - Call two groups/students to perform for the class. - Remark on students' pronunciation. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can 	<ul style="list-style-type: none"> - Pay attention to the picture of the train. - Read the lyrics of the chant. - Listen to the chant. - Listen to the chant. Repeat the chant line by line. - Listen to the chant again to follow in their books. - Perform for the class.

	<p>say the chant correctly and fluently.</p> <ul style="list-style-type: none"> - <i>Task completed:</i> Students can say the chant. - <i>Task uncompleted:</i> Students are unable to say the chant. <p>*Read the chant again. Say the words with ai and y. (page 69)</p> <ul style="list-style-type: none"> - Write the first line of the chant on the board. Ask a student to come up and circle the words with the sound /ai/. (<i>fly, sky</i>). Tell students to put their fingers on these words in the chant in their books. - Then repeat with the second line of the chant. Write the second line of the chant on the board. Ask a student to come up and circle the words with the sound /ei/. (<i>train, rain</i>). - Tell students to get their notebooks. Ask them to write the words <i>fly, sky, train, and rain</i> in their notebooks. - Tell students to continue finding the words with /ei/ and /ai/ and copying them in their notebooks. - Check students' pronunciation. <p>Answers:</p> <p style="padding-left: 40px;">ai /ei/: train, rain y /ai/: fly, sky</p> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the words correctly. - <i>Task completed:</i> Students can say the words. 	<p>Look at the first line of the chant on the board. Circle the words with the sound /ai/. (<i>fly, sky</i>). Put their fingers on these words in the chant in their books.</p> <p>Look at the second line of the chant on the board. Come up and circle the words with the sound /ei/. (<i>train, rain</i>).</p> <p>Get their notebooks. Write the words <i>fly, sky, train, and rain</i> in their notebooks.</p> <p>Continue finding the words with /ei/ and /ai/ and copying them in their notebooks.</p>
--	--	--

	- <i>Task uncompleted:</i> Students are unable to say the words.	
Production	<p>*Write and say the words. (page 69)</p> <ul style="list-style-type: none"> - Tell students to get their notebooks and write numbers 1-4. - Copy the letters on the board in the way they are shown in the exercise. Point to the letters. Elicit the sound for each. - Ask students to look at the four pictures and say the words out loud. - Say the numbers of the pictures in random order for students to identify them. - Ask students to order the letters to write the word. - Ask students to say the words again and identify the sound of each word. - Ask students to come to the board and write their answers. - Confirm the correct answers. Give feedback. <p>Answer: 1. rain 2. sky 3. fly 4. train</p> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write and say the words correctly. - <i>Task completed:</i> Students can write and say the words. - <i>Task uncompleted:</i> Students are unable to write and say the words. <p>*Let's talk</p> <ul style="list-style-type: none"> - Ask students to look at the picture and speech bubble. 	<ul style="list-style-type: none"> - Get their notebooks and write numbers 1-4. - Follow the teacher. - Look at the four pictures and say the words out loud. - Identify the pictures. - Order the letters to write the word. - Say the words again and identify the sound of each word. - Come to the board and write their answers. - Look at the picture and speech bubble. - Read the sentence. - Work in pairs. Take turns to say the sentence. Use other vocabulary words on the page. - Perform for the class.

	<ul style="list-style-type: none"> - Ask a student to read the sentence. - Put students in pairs to take turns saying the sentence. Tell them to use other vocabulary on the page. - Call volunteers to perform for the class. <ul style="list-style-type: none"> - Evaluate students. Praise them. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sentences correctly and fluently. - <i>Task completed:</i> Students can say the sentences. - <i>Task uncompleted:</i> Students are unable to say the sentences. 	
<p>HOMEWORK</p> <ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 65. - Prepare for the next lesson (Unit 9 - Lesson 5). 		

WEEK 24

Date of preparing : 28/01/2024

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

Period: 90

UNIT 9: HE CAN RUN.

Lesson Five - Skills Time! / Part 1 (page 70)

I. DESIRED OBJECTIVE. By the end of the lesson, students will be able to:

1. Core competences

- Read and understand a postcard.
- Find specific information in a text.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about their abilities.
- *Problem-solving and creativity:* find out someone's ability.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary: beach

2. Review: vocabulary and structures seen previously

3. Patterns: review the previous patterns

4. Skills: Listening, Speaking.

III. RESOURCES AND MATERIALS

- Student book - page 62, Audio tracks 97-98, Teacher's Guide
- Website *sachso.edu.vn*, Flashcards 88-90, Computer, projector,

*Culture note: Abilities

- Celebrate different abilities!

IV. LEARNING EXPERIENCES

STAGES	Teacher's activities	Students' activities
Warm-up/ review	<p>*Let's sing: <i>Sing the song "She can run" (Track 110)</i></p> <ul style="list-style-type: none"> - Set up the activity. Tell students they are going to sing <i>She can run</i> from Lesson 3 to energize the class. - Play the recording for students to listen. - Play the recording again for students to sing in chorus. - Let students to sing the song without music. Have students clap their hands as singing the song. - Give comments. Praise students. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song nicely. - <i>Task completed:</i> Students can sing the song. - <i>Task uncompleted:</i> Students are unable to sing the song. 	<ul style="list-style-type: none"> - Listen to the teacher's instructions. - Listen to the song. - Listen to the song again and sing in chorus. - Sing the song without music. Clap their hands as singing the song.
Presentation	<p>*Lead-in: <i>Use the picture on page 70</i></p> <ul style="list-style-type: none"> - Ask students to look at the picture on page 70 to present the word <i>beach</i>. - Ask students if they have been to the beach. Elicit what they saw there. Provide English words as necessary. - Remind students of the word <i>vacation</i> from Vinh's family vacation in Unit 3. Ask <i>Where do you go for your vacation?</i> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can answer the questions correctly. - <i>Task completed:</i> Students can 	<ul style="list-style-type: none"> - Look at the picture on page 70. - Answer the teacher's questions. - Answer the questions.

	<p>answer the questions.</p> <ul style="list-style-type: none"> - <i>Task uncompleted:</i> Students are unable to answer the questions. <p>*Look at the pictures. Where's Nam? (Page 70)</p> <ul style="list-style-type: none"> - Review the action verbs with flashcards. - Ask students to look at the picture in their books and ask <i>Where's Nam?</i> - Call students to answer where Nam is doing. - Praise students if they have done well. <p>Answer: Nam is on vacation in Nha Trang</p> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can answer the question correctly. - <i>Task completed:</i> Students can answer the question. - <i>Task uncompleted:</i> Students are unable to answer the question. 	<ul style="list-style-type: none"> - Say the actions. - Look at the picture in their books. Answer the question. - Answer where Nam is doing.
Practice	<p>*Listen and read. (Track 113)</p> <ul style="list-style-type: none"> - Ask students to look at the postcard. Elicit how they know it's a postcard. Point to the stamp and address to help them. - Ask students to tell who wrote the postcard (Nam) and who the postcard is to (Nam's grandma, Mrs. Lan). Direct their attention to the opening and closing to help them. - Play the recording for students to listen and follow along. - Write the following comprehension questions on the board. <i>Where are Nam and his family? Can Hoa play soccer?</i> - Play the recording again for students to listen and think about the answers. Discuss the answers 	<ul style="list-style-type: none"> - Look at the postcard. Answer the questions. - Tell who wrote the postcard (Nam) and who the postcard is to (Nam's grandma, Mrs. Lan). - Listen to the recording and follow along. - Look at the comprehension questions on the board. - Listen to the recording and think about the answers. Discuss the

	<p>verbally to check comprehension.</p> <ul style="list-style-type: none"> - Call on some students to read the postcard. - Check students' pronunciation. Give feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can read the postcard correctly and fluently. - <i>Task completed:</i> Students can read the postcard. - <i>Task uncompleted:</i> Students are unable to read the postcard. 	<p>answers verbally to check comprehension.</p> <ul style="list-style-type: none"> - Read the postcard.
Production	<p>*Further practice: Write the sentences to describe the picture.</p> <ul style="list-style-type: none"> ○ Set up the activity. ○ Divide the class into four groups. ○ Give each group a small board and a marker. ○ Ask each group to read the postcard and describe the picture. Have them write the sentences using can and can't. ○ Give students three minutes to do the task. ○ The group with the most correct sentences is the winner. <ul style="list-style-type: none"> - Praise the winner. Give feedback. <p>Answers:</p> <p><i>His mother can't play soccer, but she can read.</i></p> <p><i>His sister can't play soccer, but she can catch a ball.</i></p> <p><i>His brother can play soccer, but he can't play volleyball.</i></p> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write the sentences correctly. - <i>Task completed:</i> Students can write the sentences. - <i>Task uncompleted:</i> Students 	<ul style="list-style-type: none"> - Listen to the teacher. - Work in groups. <ul style="list-style-type: none"> - Read the postcard and describe the picture. Write the sentences using can and can't. - Do the task in three minutes. <ul style="list-style-type: none"> ○ The group with the most correct sentences is the winner. <ul style="list-style-type: none"> - Praise the winner.

	are unable to write the sentences.	
HOMEWORK		
<ul style="list-style-type: none">- Revise the words and the patterns.- Do the exercises in Workbook page 66. Prepare for the next lesson (Unit 9 - Lesson 5/Part 2).		

WEEK 24

Date of preparing : 28/01/2024

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

Period: 91

UNIT 9: HE CAN RUN.

Lesson Five - Skills Time! / Part 2 (page 70)

I. DESIRED OBJECTIVES

By the end of the lesson, students will be able to:

1. Core competences

- Read and understand a postcard.
- Find specific information in a text.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about their abilities.
- *Problem-solving and creativity*: find out someone's ability.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: beach

2. Review: vocabulary and structures seen previously

3. Patterns: review the previous patterns

4. Skills: Listening, Speaking.

III. RESOURCES AND MATERIALS

- Student book - page 62, Audio tracks 97-98, Teacher's Guide
- Website *sachso.edu.vn*, Flashcards 88-90, Computer, projector,

*Culture note: Abilities

- Celebrate different abilities!

IV. LEARNING EXPERIENCES

STAGES	Teacher's activities	Students' activities
Warm-up/ review	<p>*Chatting: "Missing flashcards"</p> <ul style="list-style-type: none"> - Explain how to play the game. - Divide the class into four groups. Stick a lexical set of four flashcards on the board. <i>E.g. play, catch, run, jump, fly, read, write</i> - Ask the first group to look at the cards and name the things illustrated on the cards. - Ask the group to close their eyes for 10 seconds, then take out a card of the set. Then let students open their eyes and say out the word for that card. - Stick sets of flashcards on the board and do the same with other groups. Give one point for each correct answer. - The group that gets the most points will win. Praise the winner. - Ask students to read all words aloud. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the words correctly. - <i>Task completed:</i> Students can say the words. - <i>Task uncompleted:</i> Students are unable to say the words. 	<ul style="list-style-type: none"> - Listen to the teacher. - Work in groups. Look at a lexical set of four flashcards. - Look at the cards and name the things illustrated on the cards. - Close their eyes for 10 seconds, then the teacher takes out a card of the set. Open their eyes and say out the word for that card. - Continue to play the game. - The group that gets the most points will win. Praise the winner. - Read all words aloud.
Presentation	<p>*Lead-in: "Listen and read" (Track 113)</p> <ul style="list-style-type: none"> - Ask students to look at the postcard with pictures. - Play the recording for students to listen and follow silently in their books. 	<ul style="list-style-type: none"> - Look at the postcard with pictures. - Listen to the recording and follow silently in their

	<ul style="list-style-type: none"> - Play the recording again and ask students to repeat. - Pick some volunteers to read the postcard in the front of the class. - Give comments and praise. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can read the postcard correctly. - <i>Task completed:</i> Students can read the postcard. - <i>Task uncompleted:</i> Students are unable to read the postcard. <p>*Read again and write Yes or No. (Page 70)</p> <ul style="list-style-type: none"> - Tell students to get their notebooks and write numbers 1-4. - Tell students to look at the picture and elicit who the people are and the other objects in the picture students recognize. - Read the example sentence. Ask <i>Yes or No? Have</i> students answer <i>No</i>. Ask <i>Why?</i> - Tell students to read the beginning of the postcard. Elicit that Nam is on vacation in Nha Trang. Tell students to write <i>No</i> next to number 1 in their notebooks. - Let students continue the activity, looking back to the postcard to find the answers. - Call students to come to the board and write the answers for each sentence. - Confirm the correct answers. Give feedback. <p style="text-align: center;">Answers:</p>	<p>books.</p> <ul style="list-style-type: none"> - Listen to the recording and repeat. - Read the postcard in the front of the class. <ul style="list-style-type: none"> - Get their notebooks and write numbers 1-4. - Look at the picture and recognize who the people are and the other objects in the picture. <p>- Follow the teacher.</p> <p>- Read the beginning of the postcard. Write <i>No</i> next to number 1 in their notebooks.</p> <p>- Continue the activity, looking back to the postcard to find the answers.</p> <p>- Come to the board and write the answers for each sentence.</p>
--	---	--

	<p>1. No 2. Yes 3. No 4. Yes</p> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write the answers correctly. - <i>Task completed:</i> Students can write the answers. - <i>Task uncompleted:</i> Students are unable to write the answers. 	
Practice	<p>*What can you do on vacation? (page 70)</p> <ul style="list-style-type: none"> - Elicit where students go on vacation and where people in their country usually go on vacation. - Put the action flashcards on the board and point to each to prompt students to say if they can do that activity at the place. - Put students in pairs. Ask them to tell what they can do on their vocation. - Call some volunteers to perform for the class. - Check students' pronunciation. Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can tell what they can do on their vocation fluently. - <i>Task completed:</i> Students can tell what they can do on their vocation. - <i>Task uncompleted:</i> Students are unable to tell what they can do on their vocation. 	<ul style="list-style-type: none"> - Answer where they go on vacation and where people in their country usually go on vacation. - Look at the action flashcards on the board. Say if they can do that activity at the place. - Work in pairs. Tell what they can do on their vocation. - Perform for the class.
Production	<p>*Game: "Musical chair"</p> <ul style="list-style-type: none"> - Explain how to play the 	<ul style="list-style-type: none"> - Listen to the

	<p>game.</p> <ul style="list-style-type: none"> - Have students sit on their seats. - Play music and ask them to move around. - Take away two chairs and suddenly stop music. - Have students sit on any chairs. - The two students who have no chairs to sit on will say what they can do on vocation. <p><i>E.g. I can run and catch a ball.</i></p> <ul style="list-style-type: none"> - Swap roles and continue the game in the same way. - The student with the last correct answer is the winner. <ul style="list-style-type: none"> - Praise the winner. Give comments. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sentences correctly and fluently. - <i>Task completed:</i> Students can say the sentences. - <i>Task uncompleted:</i> Students are unable to say the sentences. 	<p>teacher's instructions.</p> <ul style="list-style-type: none"> - Sit on their seats. - Listen to music and move around. - Follow the teacher. - Sit on any chairs. - The two students who have no chairs to sit on will say what they can do on vocation. - Continue the game in the same way. - The student with the last correct answer is the winner.
HOMEWORK	<ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 66. <p>Prepare for the next lesson (Unit 9 - Lesson 6).</p>	

WEEK 24

Date of preparing : 28/01/2024

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

Period: 92

UNIT 9: HE CAN RUN.

Lesson Six - Skills Time! (page 71)

I. DESIRED OBJECTIVES

By the end of the lesson, students will be able to:

1. Core competences

- Identify what people can or can't do.
- Identify actions.
- Ability with *can* and *can't*; use *and* to add information.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about their abilities.
- *Problem-solving and creativity*: find out someone's ability.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: review action words

2. Patterns: review the previous patterns

3. Skills: Listening, Speaking and Writing.

III. RESOURCES AND MATERIALS

- Student book - page 71
- Audio tracks 114
- Teacher's Guide
- Website *sachso.edu.vn*

- Computer, projector,

***Culture note: Abilities**

- Celebrate different abilities!

IV. LEARNING EXPERIENCES

STAGES	Teacher's activities	Students' activities
<p>Warm-up/ review</p>	<p>*Game: "Bingo"</p> <ul style="list-style-type: none"> - Introduce the game. - Write the following words on the board: <i>play, ride, run, dance, catch, fly, jump, read, write.</i> - Have students make a 3 x 3 grid on a piece of paper. - Demonstrate how to fill in the grid with the words and write them in random order. - Call out the words from the board in any order. Keep a record of the words so that the teacher doesn't say the same word twice. Have students cross off the words in their grids as they hear them. - The first student to complete a line of three shouts <i>Bingo!</i> Praise the winner. - Ask students read all the words aloud. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can remember action words correctly. - <i>Task completed:</i> Students can remember action words. - <i>Task uncompleted:</i> Students are unable to remember action words. 	<ul style="list-style-type: none"> - Listen to the teacher's instructions. - Look at the words on the board. - Make a 3 x 3 grid on a piece of paper. - Fill in the grid with the words and write them in random order. - Listen to the words. Cross off the words in their grids as they hear them. - The first student to complete a line of four shouts <i>Bingo!</i> - Read all the words aloud.
<p>Presentation</p>	<p>*Lead-in: Use the pictures on page 71</p> <ul style="list-style-type: none"> - Ask students what they can 	<ul style="list-style-type: none"> - Answer what they can remember about the

	<p>remember about the postcard about Nam's vacation from the last lesson.</p> <ul style="list-style-type: none"> - Ask students to look at the picture and tell what they can see. - Ask students to predict what they are going to hear. <p>*Listen and write a or b. (Track 114)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures. Elicit what the people can do and cannot do in each. - Tell students to get their notebooks and write numbers 1-6. Explain that they are going to hear six sentences. Each sentence describes one picture, a or b. Students should write the letter of the picture the sentence describes. - Play the recording, pausing after the first sentence. Elicit which picture shows <i>She can ride a bike (b)</i>. Have students write <i>b</i> in their notebooks. - Continue, pausing after each item for students to write <i>a</i> or <i>b</i>. - Play the recording again for students to check their answers. - Go over the answers with the class. - Praise students if they have done well. <p style="text-align: center;">Answers: 1. b 2. a 3. b 4. a 5. a 6. b</p> <p>→Expected outcomes and assessment</p>	<p>postcard about Nam's vacation from the last lesson.</p> <ul style="list-style-type: none"> - Look at the picture and tell what they can see. - Predict what they are going to hear. - Look at the pictures. Answer what the people can do and cannot do in each. - Follow the teacher. - Listen to the first sentence. Write <i>b</i> in their notebooks. - Listen to the recording again and write <i>a</i> or <i>b</i>. - Listen to the recording again to check their answers.
--	---	---

	<ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen and write the answers correctly. - <i>Task completed:</i> Students can listen and write the answers. - <i>Task uncompleted:</i> Students are unable to listen and write the answers. 	
Practice	<p>*Look and say. (page 71)</p> <ul style="list-style-type: none"> - Ask students to read the words in the box chorally and then identify the bird and the fish in the picture. Help them read the boy's name. - Read the example sentences out loud for students to repeat. - Elicit that the sentences are about the bird. - Put students in pairs to use the words from the box to say something each animal or person in the picture can and can't do. - Ask some pairs to say their sentences for the class. - Check students' pronunciation. Give feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify actions correctly. - <i>Task completed:</i> Students can identify actions. - <i>Task uncompleted:</i> Students are unable to identify actions. <p>*Say what you can do. (page 71)</p> <ul style="list-style-type: none"> - Elicit what activities students are able to do. 	<ul style="list-style-type: none"> - Read the words in the box chorally and then identify the bird and the fish in the picture. Read the boy's name. - Repeat the sentences. - Listen to the teacher. - Work in pairs to use the words from the box to say something each animal or person in the picture can and can't do. - Say their sentences for the class. - Listen to the teacher. - Work in pairs to say what they can do.

	<ul style="list-style-type: none"> - Put students in pairs to say what they can do. - Call some pairs to perform for the class. - Praise them. Give comments. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say what they can do fluently. - <i>Task completed:</i> Students can say what they can do. - <i>Task uncompleted:</i> Students are unable to say what they can do. 	<ul style="list-style-type: none"> - Perform for the class.
Production	<p>*Write about what you and your friends can do. (Page 71)</p> <ul style="list-style-type: none"> - Ask students to tell what they can do. Write the verbs on the board. - Copy the sentences onto the board. Read them out loud as students repeat. - Explain that students should use the verbs on the board to complete the sentences about themselves and their friends. - Ask students to copy the sentences in their notebooks with the verbs in place. - Call on volunteers to share their sentences with the class. - Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can complete the sentences correctly. 	<ul style="list-style-type: none"> - Tell what they can do. Write the verbs on the board. - Look at the sentences on the board. Repeat the sentences. - Follow the teacher. - Copy the sentences in their notebooks with the verbs in place. - Share their sentences with the class.

	<ul style="list-style-type: none">- <i>Task completed:</i> Students can complete the sentences.- <i>Task uncompleted:</i> Students are unable to complete the sentences.	
HOMEWORK	<ul style="list-style-type: none">- Revise the words and the patterns.- Do the exercises in Workbook page 67. Prepare for the next lesson (Unit 10 - Lesson 1).	

Duyệt ngày 19/02/2024
PHÓ HIỆU TRƯỞNG

Nguyễn Thị Thanh Hải

Kiểm tra ngày 02/02/2024
Tổ trưởng



Huỳnh Thị Yến Trang