

LESSON PLAN

Week: 14

Period: 53

Date of teaching: From 04/12 to 08/12/2023

UNIT 6: FUNNY MONKEYS!

Lesson One - Words (page 44)

A. DESIRED OBJECTIVES

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

1. Core competences

- Identify different animals.
- Understand a short story.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about different animals.
- *Problem-solving and creativity:* find out their favorite animal.

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.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Core:* penguin, zebra, kangaroo, camel, lizard, crocodile
- *Extra vocabulary:* funny, monkey, zoo, wait, come (here)

2. Skills: Listening, Speaking and Reading.

C. RESOURCES AND MATERIALS

- Student book - page 44
- Audio tracks 69-71
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Story poster 6

- Computer, projector,

*** Values**

- Be kind to animals!

D. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim: To motivate students and help students to remember structures and vocabulary from the previous lessons.</i></p>	
<p>* Game: Simon says</p> <ul style="list-style-type: none"> - Give an instruction that reviews the previous structures and vocabulary, e.g. <i>Simon says ... you’re playing on the beach.</i> - Ask the children to stand at their desks. Explain that you are going to give instructions. If the instruction begins with the words <i>Simon says ...</i>, children must do as you say. If not, they must stand still and wait for the next instruction. Any child who gets this wrong is out of the game and sits down. - Give an instruction that reviews the instructions from the last lesson. Intermittently, introduce an instruction that doesn’t start with <i>Simon says</i> and see if any children follow the instruction. - Continue the game until there is one winner or a group of winners, if you prefer. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen and follow all the instructions correctly and play the role of the teacher to give instructions to the class. - <i>Task completed:</i> Students can listen and follow the instructions. - <i>Task uncompleted:</i> Students are listen and follow the instructions. 	<ul style="list-style-type: none"> - Listen to the teacher carefully. - If the instruction begins with the words <i>Simon says ...</i>, must do as the teacher says. If not, must stand still and wait for the next instruction. - Any child who gets this wrong is out of the game and sits down.
<p>PRESENTATION (10 minutes)</p> <p><i>Aim: To help students identify different animals.</i></p>	

***Lead-in:**

- Hold up your book to review the story on page 38. Ask *What is Max doing? What is Leo doing?*
- Ask children to call out the names of any zoo animals they remember from previous levels, e.g. *elephant, lion* etc.
- Use the zoo animal flashcards to elicit the vocabulary for this lesson. Hold the flashcards and model any unknown words. Say all the words for children to repeat.
- Hold the flashcards up in a different order and repeat.

*** Listen and point. Repeat. (Track 69)**

- Ask children to open their books and look at the pictures of the zoo animals.
- Play the first part of Track 69 for children to listen and point to the appropriate picture. Repeat if necessary.
- Play the second part of the recording for children to repeat.
- Play the whole recording for children to listen, point, and then repeat the words in chorus.

Differentiation

- **Below level:** Put children in pairs. Write the vocabulary words on pieces of paper. Give one piece of paper and one flashcard to each pair. Children work together to decide if they have a match. If not, they should ask other children to switch papers or cards.
- **At level:** Use a piece of paper with a 2.5-inch hole cut in it together with the zoo animal flashcards to play *Can you see?* (see Games bank).
- **Above level:** Play *Can you see?*, but ask children to make a sentence using the particular word, e.g. *I like penguins.*

→Expected outcomes and assessment.

- *Task completed with excellence:* Students can point and say the words correctly and fluently.

- Listen and answer the questions.
- Call out the names of any zoo animals they remember from previous levels, e.g. *elephant, lion* etc.
- Listen and say or repeat.
- Look and repeat.
- Look at the pictures.
- Listen and point to the appropriate picture.
- Repeat each word after you hear it.
- Listen, point and repeat.

<ul style="list-style-type: none"> - <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 (8 minutes)</p> <p><i>Aim: To help students remember animal words and understand a short story.</i></p>	
<p>*Listen and chant. (Track 70)</p> <ul style="list-style-type: none"> - Play the recording and teach the chant. - Play the recording a second time. Children repeat the words and phrases in pauses in the chant. - Children say the chant as a class, without the recording. - As a class, think of actions for each of the animals, e.g., for kangaroo, they mime a kangaroo jumping. - Play the recording for them to say the chant with the actions. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can chant and do the actions fluently in the front. - <i>Task completed:</i> Students can chant and do the actions. - <i>Task uncompleted:</i> Students are unable to chant and do the actions. <p>* Listen and read. (Track 71)</p> <ul style="list-style-type: none"> - Remind students of the characters they met in Lesson 5 of the Starter unit: Max, Holly, Amy, and Leo. - Focus children's attention on the story. Talk about each frame and ask questions, e.g., <i>Where are the children? What animals can they see? What are the monkeys doing?</i> - Encourage predictions about the story. - Play the video or the recording for children to watch or listen to and follow along. - Ask comprehension questions, e.g., <i>What does Amy say about the zoo? What does Max think about the monkeys?</i> 	<ul style="list-style-type: none"> - Listen to the chant. - Listen to the chant again to repeat the words and phrases in pauses in the chant. - Say the chant as a class, without the recording. - Think of actions for each of the animals and try to do the actions. - Listen and say the chant with the actions. - Think about the characters they met in Lesson 5 of the Starter unit: Max, Holly, Amy, and Leo. - Look at each frame and try to make predictions. - Watch or listen to and follow along with the video or recording. - Answer the questions.

<ul style="list-style-type: none"> - Play the recording a second time for children to follow and ask them which two words from Exercise 1 are in the story (<i>kangaroo, penguin</i>). <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen to the story, point to the words and answer the questions correctly. - <i>Task completed:</i> Students can listen to the story and point to the words with support from the teacher. - <i>Task uncompleted:</i> Students are unable to listen to the story and point to the words with support from the teacher. 	<ul style="list-style-type: none"> - Listen again and follow the books. - Say two words from Exercise 1 are in the story (<i>kangaroo, penguin</i>).
<p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students remember animal vocabulary and improve students' integrated skills.</i></p>	
<p>*Game: "Shuffle Cards"</p> <ul style="list-style-type: none"> - Give each group animal cards and word cards. - Ask them to work in groups, put these cards face down on the table, take turns picking one and talk about it. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about different animals fluently. - <i>Task completed:</i> Students can talk about different animals using short and simple sentences. - <i>Task uncompleted:</i> Students are unable to talk about different animals using short and simple sentences. 	<ul style="list-style-type: none"> - Work in groups. - Get the beach activity cards and word cards from the teacher. - Listen to the teacher and play the game.
<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Learn new words by heart. - Do the exercises in Workbook page 44. - Prepare for the next lesson (Unit 6 - Lesson 2/ Part 1). 	

LESSON PLAN

Week: 14

Period: 54

Date of teaching: From 04/12 to 08/12/2023

UNIT 6: FUNNY MONKEYS!

Lesson Two – Grammar – Period 1 (page 45)

A. DESIRED OBJECTIVES

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

1. Core competences

- Identify present progressive questions and short answers.
- Act out the story.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about different animals.
- *Problem-solving and creativity:* find out their favorite animal.

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.

B. LANGUAGE FOCUS AND SKILLS

1. Patterns:

- *Are you reading? Yes, I am. / No, I'm not.*
- *Is he sleeping? Yes, he is. / No, he isn't.*

2. Skills: Listening, Speaking and Writing.

C. RESOURCES AND MATERIALS

- Student book - page 45
- Audio tracks 71-72
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards

- Computer, projector,

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim: To motivate students and help students to remember zoo animal words.</i></p>	
<p>* Warmer</p> <ul style="list-style-type: none"> - Draw a plan of a zoo on the board. Write the names of the zoo animals from the previous lesson in each enclosure. - Hold up the zoo animal flashcards one-by-one and ask children to tell you where to put them. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify zoo animal words correctly and confidently. - <i>Task completed:</i> Students can identify zoo animal words. - <i>Task uncompleted:</i> Students are unable to identify zoo animal words. 	<ul style="list-style-type: none"> - Look at the flashcards. - Listen and tell the teacher where to put the flashcards. - Say the words.
<p>PRESENTATION (10 minutes)</p> <p><i>Aim: To help students identify present progressive questions and short answers.</i></p>	
<p>*Lead-in:</p> <ul style="list-style-type: none"> - Ask children what happened in the story. Ask <i>Where are the children? What animals do they see? What do the monkeys take? Who do the monkeys like?</i> Hold up your book on page 44 to encourage ideas. <p>*Listen to the story and repeat. (Track 71)</p> <ul style="list-style-type: none"> - Divide the class into groups of five to play Amy, Holly, Max, Leo, and the monkey, and ask them to practice acting out the story. <p>Story actions</p> <ul style="list-style-type: none"> • Picture 1: Max holds his book. Amy points to the penguins. Leo looks at the kangaroos. Holly stands on tiptoes to see. 	<ul style="list-style-type: none"> - Answer the questions. - Listen to the recording and repeat. - Work in groups of five to play roles of Amy, Holly, Max, Leo, and the monkey. - Look at the different actions that the characters do in the story. - Practice acting out the story in groups.

PRACTICE (8 minutes)

Aim: To help students practice asking the questions using present progressive questions and giving short answers.

*** Read and circle a or b.**

- Read the first question. Ask *Is the correct answer a or b?* Elicit the answer.
- Ask the children to look at the pictures, read the questions, and circle a or b with their pencils.

Answer

1 b 2 a 3 b 4 b

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can complete the task, ask and answer the questions fluently in the front.
- *Task completed:* Students can complete the task, ask and answer the questions in pairs.
- *Task uncompleted:* Students are unable to complete the task, ask and answer the questions in pairs.

- Listen and answer the question.
- Look at the pictures, read the questions, and circle a or b with their pencils.
- Work in pairs to practice asking the questions using present progressive questions and giving short answers.

PRODUCTION (10 minutes)

Aim: To help students ask and answer questions using present progressive and short answers.

*** Guessing game**

- Ask children to look at the action. Ask *Are they sleeping?* Elicit the answer *Yes, they are.*
- In pairs, children do the actions, ask, and answer similar questions, using other vocabulary words on the page.

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can do the actions, ask, and answer the questions, using vocabulary they have learnt so far fluently.
- *Task completed:* Students can do actions, ask and answer Yes/No question using present progressive and other vocabulary words on the page.

- Look, listen, and make Yes/No question using present progressive.
- Work in pairs to take turns doing actions, asking, and answering similar questions, using other vocabulary words on the page.

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| <ul style="list-style-type: none">- <i>Task uncompleted:</i> Students are unable to do actions, ask and answer Yes/No question using present progressive and other vocabulary words on the page. | |
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HOMEWORK (2 minutes)

- Learn the patterns by heart.
- Do the exercises in Workbook page 45.
- Prepare for the next lesson (Unit 6 - Lesson 2 – Period 2).

LESSON PLAN

Week: 14

Period: 55

Date of teaching: From 04/12 to 08/12/2023

UNIT 6: FUNNY MONKEYS!

Lesson Two – Grammar – Period 2 (page 45)

A. DESIRED OBJECTIVES

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

1. Core competences

- Ask WH-questions using present progressive and give longer answers.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about different animals.
- *Problem-solving and creativity:* find out their favorite animal.

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.

B. LANGUAGE FOCUS AND SKILLS

1. Patterns:

- *What is she eating? She's eating a sandwich.*
- *What are they doing? They're watching the monkeys.*

2. Skills: Listening, Speaking and Writing.

C. RESOURCES AND MATERIALS

- Student book - page 45
- Audio tracks 72
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim: To motivate students and help students ask and answer questions using present progressive and short answers.</i></p>	
<p>* Guessing game</p> <ul style="list-style-type: none"> - Ask children to look at the action. Ask <i>Are they sleeping?</i> Elicit the answer <i>Yes, they are.</i> - In pairs, children do the actions, ask and answer similar questions, using other vocabulary words on the page. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can do the actions, ask, and answer the questions, using vocabulary they have learnt so far fluently. - <i>Task completed:</i> Students can do actions, ask and answer Yes/No question using present progressive and other vocabulary words on the page. - <i>Task uncompleted:</i> Students are unable to do actions, ask and answer Yes/No question using present progressive and other vocabulary words on the page. 	<ul style="list-style-type: none"> - Look, listen, and make Yes/No question using present progressive. - Work in pairs to take turns doing actions, asking, and answering similar questions, using other vocabulary words on the page.
<p>PRESENTATION (10 minutes)</p> <p><i>Aim: To help students ask WH-questions using present progressive and give longer answers.</i></p>	
<p>*Lead-in:</p> <ul style="list-style-type: none"> - Ask children what happened in the story. Ask <i>Where are the children? What animals do they see? What do the monkeys take? Who do the monkeys like?</i> Hold up your book on page 44 to encourage ideas. <p>* Listen and say. (Track 72)</p> <ul style="list-style-type: none"> - Write <i>What is she eating?</i> on the board. Ask a child to ask you the question. Invite a girl to pretend eating a sandwich and say <i>She's eating a sandwich.</i> 	<ul style="list-style-type: none"> - Answer what happened in the story. - Look and ask the question “<i>What is she eating?</i>” - Look at the teacher, ask and answer the questions. - Read aloud the speech bubbles.

<ul style="list-style-type: none"> - Ask two children to read aloud the speech bubbles. - Play Track 72, pausing for children to repeat. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sentence pattern correctly and fluently. - <i>Task completed:</i> Students can say the sentence pattern. - <i>Task uncompleted:</i> Students are unable to say the sentence pattern. 	<ul style="list-style-type: none"> - Listen to the recording. Repeat each line. - Look at the cards, ask WH-questions and give longer answers.
<p>PRACTICE (8 minutes)</p> <p><i>Aim: To help students practice asking WH-questions using present progressive and giving longer answers.</i></p>	
<p>* Look again and write.</p> <ul style="list-style-type: none"> - Read the example. - In pairs, the children ask and answer. - The children complete the exercise in their notebooks. <p><u>Answers</u></p> <p>1 What is he doing? He's writing.</p> <p>2 What are they playing? They're playing chess.</p> <p>3 What are they doing? They're playing with a ball.</p> <p>4 What is Mom doing? She's cooking.</p> <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Below level: Look at the example question. Point out the order of the words: <i>what</i>, verb <i>be</i> and subject pronoun. • At level: Children complete the activity as suggested. • Above level: After the children finish, ask them to choose a different picture in their book. In pairs, they take turns asking and answering <i>What is he/she doing? What are they doing?</i> <p>→Expected outcomes and assessment.</p>	<ul style="list-style-type: none"> - Look at the examples. - Ask and answer the questions in pairs. - Complete the exercise in their notebooks. - Pairs come up to talk about the pictures.

<ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can complete the task and talk about the pictures fluently in the front. - <i>Task completed:</i> Students can complete the task and talk about the pictures in pairs. - <i>Task uncompleted:</i> Students are unable to complete the task and talk about the pictures in pairs. 	
<p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students make questions and answers with present progressive.</i></p>	
<p>* Hot Seat game</p> <ul style="list-style-type: none"> - Divide the children into 2 groups. - Invite 1 member from each group to come to the front and do an action. - Groups must look at the action and try to make Yes/No question to guess the action. - The representatives will give a short answer to confirm what the action is. - The winner is the group with the correct guess. - Ask: <i>What is she/he doing?</i> - The children give a longer answer. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can use full and long sentences to describe what someone's doing fluently. - <i>Task completed:</i> Students can give a short answer to confirm what the action is. - <i>Task uncompleted:</i> Students are unable to give a short answer to confirm what the action is. 	<ul style="list-style-type: none"> - Work in 2 groups. - One member from each group comes to the front and does the action. - Look at the action and try to make Yes/No question to guess the action. - The representatives will give a short answer to confirm what the action is. - Listen and answer the teacher's questions.
<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Learn the patterns by heart. - Do the exercises in Workbook page 45. - Prepare for the next lesson (Unit 6 - Lesson 3). 	

LESSON PLAN

Week: 14

Period: 56

Date of teaching: From 04/12 to 08/12/2023

UNIT 6: FUNNY MONKEYS!

Lesson Three - Song (page 46)

A. DESIRED OBJECTIVES

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

1. Core competences

- To ask and answer present progressive questions: third person singular.
- To use present progressive questions (third-person plural) and short answers in the context of a song.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about different animals.
- *Problem-solving and creativity:* find out their favorite animal.

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.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Core:* wear a hat, write in a notebook, eat a sandwich, take a photo

2. Skills: Listening and Speaking.

C. RESOURCES AND MATERIALS

- Student book - page 46
- Audio tracks 73
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

LEARNING EXPERIENCES

Teacher's activities	Students' activities
WARM-UP/REVIEW (5 minutes) <i>Aim: To motivate students and help students to revise different animals.</i>	
<p>* Warmer</p> <ul style="list-style-type: none"> - Ask a child to think of an animal and say the word. - Ask the child to point to another child, who has to think of and say another word. Continue around the class. - Children can say animals from this unit or previous levels, and they can repeat words, but they can't say the same word as the person before them. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say all different animal words correctly and fluently. - <i>Task completed:</i> Students can say different animal words from this unit. - <i>Task uncompleted:</i> Students are unable to say different animal words from this unit. 	<ul style="list-style-type: none"> - Think of an animal and say the word. - Point to another child, who has to think of and say another word.
PRESENTATION (10 minutes) <i>Aim: To help students ask and answer present progressive questions: third person singular.</i>	
<p>* Lead-in:</p> <ul style="list-style-type: none"> - Ask questions about the picture, e.g. <i>What animals can you see? Are the girls with their moms and dads? How many people are wearing hats / eating a sandwich? How many penguins can you see? Are the monkeys swimming? Are they climbing?</i> <p>* What are they doing? Ask and answer.</p> <ul style="list-style-type: none"> - Ask two children to read the speech bubbles for the class. - Check that children understand the exercise and tell them to choose two or three girls each. 	<ul style="list-style-type: none"> - Listen and answer the questions. - Two children read the speech bubbles for the class. - Listen and follow the teacher's instructions.

<ul style="list-style-type: none"> - In pairs, children ask and answer questions about the girls. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can ask and answer questions about the girls correctly and fluently. - <i>Task completed:</i> Students can ask and answer questions about the girls. - <i>Task uncompleted:</i> Students are unable to ask and answer questions about the girls. 	<ul style="list-style-type: none"> - In pairs, ask and answer questions about the girls.
<p>PRACTICE (8 minutes)</p> <p><i>Aim: To help students use present progressive questions (third-person plural) and short answers in the context of a song.</i></p>	
<p>* Write about the girls.</p> <ul style="list-style-type: none"> - Read the example with the children and ask them to find Thanh and Kim in the picture. - Ask children to complete the sentence about Mai and Ly. Elicit <i>Mai and Ly are eating sandwiches.</i> - Ask children to write about the other girls, in their notebooks, using examples to help them. <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Below level: Choose a girl. Ask children what she is doing / wearing. Ask if another girl is doing / wearing the same thing. Different children write sentences on the board. Then children choose another girl and write on their own. • At level: Children complete the activity as suggested. • Above level: Ask the children to write about individual girls. Include one thing the girl is doing / wearing and one thing she isn't, using <i>but</i>, e.g. <i>Mai is eating a sandwich, but she isn't wearing a hat.</i> <p>→ Expected outcomes and assessment.</p>	<ul style="list-style-type: none"> - Look at the pictures for the song. - Find Thanh and Kim in the picture. - Complete the sentence about Mai and Ly, "<i>Mai and Ly are eating sandwiches.</i>" - Write about the other girls, in their notebooks, using examples to help them.

- *Task completed with excellence:* Students can write full sentences without grammatical and spelling mistakes.
- *Task completed:* Students can write sentences with support from the teacher.
- *Task uncompleted:* Students are unable to write sentences with support from the teacher.

*** Listen and sing, Track 73**

- Ask children to look at the pictures and name the animals.
- Elicit what each pair of animals is doing (*climbing, running, walking, talking, swimming, sleeping*).
- Play Track 73 for children to listen and point to the pictures in their books.
- Play the recording again for children to follow the song.
- Say the lines of the song for children to repeat.
- Play the recording for children to sing along.

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can sing the song fluently in the front.
- *Task completed:* Students can sing along the song chorally.
- *Task uncompleted:* Students are unable to sing along the song chorally.

*** Sing and do.**

- As a class, decide on the actions for the song.
- Practice the actions with the class.
- Play the recording for children to sing and do the actions.
- Ask children *Which animals aren't in the pictures? (the lizards).*

Song actions

- *Are the monkeys climbing?* – reach up with your hands.
- *Are the zebras running?* – run on the spot.

- Look at the pictures and name the animals.
-
- Listen and point to the pictures in their books.
- Listen again and follow the song.
- Repeat the lines of the song.
- Listen to the song and sing along.
-
- Decide on the actions for the song.
- Practice the actions with the class.
- Sing and do the actions while listening to the recording.
-
- Answer the question.

<ul style="list-style-type: none"> • <i>Are the tigers walking?</i> – move your arms as if walking on four legs. • <i>Are the parrots talking?</i> – make beaks with your fingers to show two birds talking. • <i>Are the penguins swimming?</i> – mime swimming. • <i>Are the parrots flying?</i> – flap your elbows as if flying. • <i>Are the lions sleeping?</i> – mime sleeping. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song with actions in the front. - <i>Task completed:</i> Students can sing the song with actions in groups. - <i>Task uncompleted:</i> Students are unable to sing the song with actions in groups. 	
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PRODUCTION (10 minutes)

Aim: To help students use different animal and action words.

<p>* Game: “New version for the song”</p> <ul style="list-style-type: none"> - Show the song with blanks. - Ask the students to think of new words and use them to fill in the blanks. - Put the students into small groups of four or five and ask them to do the task. - Ask students to practice singing and doing the actions in groups. - 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 write the new version for the song creatively. - <i>Task completed:</i> Students can fill in the blanks to create the new version for the song. - <i>Task uncompleted:</i> Students are unable to fill in the blanks to create the new version for the song. 	<ul style="list-style-type: none"> - Look at the song with blanks. - Think about the blanks. - Work in groups to do the task. - Practice singing and doing the actions in groups. - Sing and do in the front.
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HOMEWORK (2 minutes)

- Revise the words and the patterns.
- Do the exercises in Workbook page 46.
- Prepare for the next lesson (Unit 6 - Lesson 4).

Duyệt ngày 02/12/2023
Tổ trưởng



Huỳnh Thị Yến Trang

LESSON PLAN

Week: 15

Period: 57

Date of teaching: From 11/12 to 15/12/2023

UNIT 6: FUNNY MONKEYS!

Lesson Four - Phonics (page 47)

A. DESIRED OBJECTIVES

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

1. Core competences

- Recognize and learn the name of the letters *y* and *z* and associate them with their corresponding sounds.
- Pronounce the sounds /j/ and /z/ on their own and as part of words.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about different animals.
- *Problem-solving and creativity:* find out their favorite animal.

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.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Core:* web, box
- *Extra:* window, walk, fox, six

2. Skills: Listening and Speaking.

C. RESOURCES AND MATERIALS

- Student book - page 47
- Audio tracks 65, 74-76
- Teacher's Guide
- Website *sachso.edu.vn*
- Phonics cards

- Computer, projector,

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<p style="text-align: center;">WARM-UP/REVIEW (5 minutes)</p> <p style="text-align: center;"><i>Aim: To motivate students and help students to remember the different sounds and letters they learnt from the previous lessons.</i></p>	
<p>* Warmer</p> <ul style="list-style-type: none"> - Ask children which sounds they looked at in their last phonics lesson (/w/ and /ks/). - Play the chant from page 41 to energize the class and review the sounds from the previous unit. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say all the sounds they learnt from the previous phonics lesson correctly. - <i>Task completed:</i> Students can remember the sounds they learnt from the previous phonics lesson. - <i>Task uncompleted:</i> Students are unable to remember the sounds they learnt from the previous phonics lesson. 	<ul style="list-style-type: none"> - Remember the sounds they looked at in their last phonics lesson (/w/ and /ks/). - Listen, chant along and do the actions.
<p style="text-align: center;">PRESENTATION (10 minutes)</p> <p style="text-align: center;"><i>Aim: To help recognize and learn the name of the letters y and z and associate them with their corresponding sounds.</i></p>	
<p>* Lead-in:</p> <ul style="list-style-type: none"> - Teach the sounds and letters for this lesson, using phonics cards. - Hold up the <i>yo-yo</i> card. Say the letter name, sound, and then the word for children to repeat. Repeat with the <i>zebra</i> card. - Show each card and say the words for children to repeat. <p>* Listen, point, and repeat. Track 74</p>	<ul style="list-style-type: none"> - Look at the cards, listen and repeat.

- Children read the chant silently and only say the words with y and z out loud.
- Children write the y and z words in their notebooks.

Answers

yogurt zoo yo-yo zebra

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can chant with actions and find out the y and z words correctly and fluently.
 - *Task completed:* Students can chant with actions and find out the y and z words.
- Task uncompleted:* Students are unable to chant with actions and find out the y and z words.

* Listen and complete the words. (Track 76)

- Children look at the first picture. Play the recording. Ask *What's the word? (yo-yo)*. Ask *What letter makes the first sound in each syllable?* Draw attention to the example letter y.
- Play the rest of the recording for children to write the missing letters with their pencils.
- Ask children to say the missing sounds, then the words.
- Go over the answers with the class.

Answers

1 y 2 z 3 y 4 z 5 z

Differentiation

- **Below level:** Ask children to close their books. Play the recording and pause it after each word. Ask the children to say the word chorally, paying attention to the first sound. Write the letters on the board if needed. Children complete the activity.
- **At level:** Children complete the activity as suggested.

- Read the chant silently and only say the words with y and z out loud.
- Write the y and z words in their notebooks.

- Listen to the recording and answer the questions.
- Listen and write the missing letters.
- Share your answers with your partner. Say the missing sounds, then the words.
- Peer-check with friends and the teacher.

<ul style="list-style-type: none"> • Above level: After children complete the activity, put them in pairs. Together, they take turns pointing to a picture for their partner to say the word. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can complete the task as suggested confidently and then share their new words to their friends. - <i>Task completed:</i> Students can complete the task as suggested with support from the teacher. - <i>Task uncompleted:</i> Students are unable to complete the task as suggested with support from the teacher. 	
<p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students listen, identify the letters y and z and talk about the pictures.</i></p>	
<p>* Let's talk</p> <ul style="list-style-type: none"> - Ask children to look at the picture and speech bubble. Say the sentence and ask the class to repeat it chorally. - In pairs, children take turns saying the sentence, using other vocabulary words on the page. <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, using the words they have learnt so far. - <i>Task completed:</i> Students can say the sentences, using other vocabulary words on the page. - <i>Task uncompleted:</i> Students are unable to say the sentences, using other vocabulary words on the page. 	<ul style="list-style-type: none"> - Look at the picture and say a sentence. - Read the sentence. - In pairs, take turns saying sentences using other vocabulary from the page. - Raise hands to come up to the board for choosing different combinations of the flashcards, then the class will say the sentence chorally.
<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Revise the words and the patterns. 	

- Do the exercises in Workbook page 47.
- Prepare for the next lesson (Unit 6 - Lesson 5).

LESSON PLAN

Week: 15

Period: 58

Date of teaching: From 11/12 to 15/12/2023

UNIT 6: FUNNY MONKEYS!

Lesson Five - Skills Time! (page 48)

A. DESIRED OBJECTIVES

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

1. Core competences

- Read and understand information about a school trip.
- Understand the reasons for specific rules.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about different animals.
- *Problem-solving and creativity:* find out their favorite animal.

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.

B. LANGUAGE FOCUS AND SKILLS

1. Language

- *Core:* lunchbox, a drink, sun hat, bring; don't touch, don't open, be quiet
- *Recycled:* vocabulary and structures seen previously
- *Extra vocabulary:* zebra, kangaroo, camel, penguin, lizard, monkey, lion, zookeeper

2. Skills: Listening, Speaking and Reading.

C. RESOURCES AND MATERIALS

- Student book - page 48
- Audio tracks 73, 77
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards

- Computer, projector,

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim: To motivate students and help students to review different actions.</i></p>	
<p>*Game: Simon says</p> <ul style="list-style-type: none"> - Play <i>Simon says</i> with the verbs in Exercise 1 on page 46. - You can add other verbs. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the verbs fluently and play the role of the teachers to give instructions to the whole class confidently. - <i>Task completed:</i> Students can remember the actions. - <i>Task uncompleted:</i> Students are unable to remember the actions. 	<ul style="list-style-type: none"> - Listen to the teacher's instructions.
<p>PRESENTATION (10 minutes)</p> <p><i>Aim: To help students read and understand information about a school trip.</i></p>	
<p>* Lead-in – Track 73</p> <ul style="list-style-type: none"> - Tell the children they are going to listen to <i>Are the monkeys climbing?</i> song. - Ask children which animals they remember from the song. - Ask children to open their books to page 46 to check. - Play Track 73 and sing the song. <p>* Look at the picture. Where are the children? What animals do you see?</p> <ul style="list-style-type: none"> - Ask children to look at the text and the picture. Ask children to say what animals 	<ul style="list-style-type: none"> - Listen to <i>Are the monkeys climbing?</i> song. - Say which animals they remember from the song. - Check the answers on page 40. - Listen and sing the song. - Look at the flashcards and call out the word. <ul style="list-style-type: none"> - Look at the text and the picture. - Say what animals they see, what they are doing, and what the place is.

<p>they see, what they are doing, and what the place is.</p> <p>Answers</p> <ul style="list-style-type: none"> • They're at the zoo. • camel, penguin, lizards, monkeys, lions, zebra, kangaroo <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can understand the text and answer the questions correctly and fluently. - <i>Task completed:</i> Students can understand the text and answer the questions with support from the teacher. - <i>Task uncompleted:</i> Students are unable to understand the text and answer the questions with support from the teacher. 	
<p>PRACTICE (8 minutes)</p> <p><i>Aim: To help students understand the reasons for specific rules.</i></p>	
<p>* Listen and read. (Track 77)</p> <ul style="list-style-type: none"> - Play Track 77. Children listen and follow the text. - Check the answers to the questions from Exercise 1. - Check children's understanding of <i>lunchbox, a drink, sun hat</i> and <i>zookeeper</i>, miming where possible. - Play the recording a second time and ask children what happens if they touch the water when the crocodiles are swimming; what happens if they open their lunchbox near the monkeys; what happens if they talk near the lizards while the lizards are sleeping; and why they should listen to the zookeeper. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can understand the text and answer all the questions correctly. 	<ul style="list-style-type: none"> - Listen to the recording and follow along with your fingers. - Show understanding of <i>lunchbox, a drink, sun hat</i> and <i>zookeeper</i>, miming where possible. - Listen to the recording again and think about the questions. - Raise their hand when they know the answers.

- *Task completed:* Students can listen and follow the text.
- *Task uncompleted:* Students are unable to listen and follow the text.

*** Read again and write.**

- Explain that children are going to complete the sentences with words they will find in the text. Show an example.
- Ask children to write 1 to 5 in their notebooks.
- Allow time for children to read the text again and write their answers in their notebooks.
- Go through the answers with the class.

Answers

- 1 Wednesday
- 2 zoo
- 3 kangaroos
- 4 lunchbox and a drink
- 5 sun hat

Differentiation

- **Below level:** Ask children to look at the text again. Turn the sentences in Exercise 4 into comprehension questions, e.g. *When is the school trip? Where are they going?* Children find the answers in the text, then complete the activity.
- **At level:** Children complete the activity as suggested.
- **Above level:** After the children finish, ask them to write sentences about a zoo they've visited or a school trip they've been on. If time permits, ask children to share with the class.

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can complete the task individually.
- *Task completed:* Students can complete the task in pairs/groups.

- Listen to the teacher.
- Look at the example.
- Read the text silently and write their answers in their notebooks.
- Listen and say aloud the answers.

<ul style="list-style-type: none"> - <i>Task uncompleted:</i> Students are unable to complete the task with support from the teacher. 	
<p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students think and talk about their school trips.</i></p>	
<p>* Where do you go on school trips?</p> <ul style="list-style-type: none"> - Have a class discussion about school trips the children have been on. - Ask a few children what their favorite school trip is and why. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can think and talk about their school trips confidently in the front. - <i>Task completed:</i> Students can think and talk about their school trips in pairs. - <i>Task uncompleted:</i> Students are unable to think and talk about their school trips in pairs. 	<ul style="list-style-type: none"> - Think about their vacations. - Listen to the teacher's demo. - Work in pairs to talk about what their favorite school trip is and why. - Talk in front of the class.
<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 48. - Prepare for the next lesson (Unit 6 - Lesson 6/Part 1). 	

LESSON PLAN

Week: 15

Period: 59

Date of teaching: From 11/12 to 15/12/2023

UNIT 6: FUNNY MONKEYS!

Lesson Six - Skills Time! – Period 1 (page 49)

A. DESIRED OBJECTIVES

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

1. Core competences

Listening

- Understand descriptions of things happening in pictures.
- Use the present progressive.

Speaking

- Ask and answer questions to describe what people in a picture are doing.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about different animals.
- *Problem-solving and creativity:* find out their favorite animal.

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.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Recycled:* vocabulary seen previously.

2. Patterns: patterns seen previously.

3. Skills: Listening and Speaking

C. RESOURCES AND MATERIALS

- Student book - page 49
- Audio tracks 73, 78
- Teacher's Guide

- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

E. LEARNING EXPERIENCES

Teacher's activities	Students' activities
WARM-UP/REVIEW (5 minutes) <i>Aim: To motivate students and help students to remember different animals and actions.</i>	
<p>* Song: "Are the monkeys climbing?"</p> <ul style="list-style-type: none"> - Ask the children to sing along with actions. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing with actions confidently and identify different animals and actions correctly and fluently. - <i>Task completed:</i> Students can sing along the recording and identify different animals and actions. - <i>Task uncompleted:</i> Students are unable to sing along the recording and identify different animals and actions. 	<ul style="list-style-type: none"> - Sing along with actions. - Look at the flashcards and call out the words.
PRACTICE (20 minutes) <i>Aim: To help students listen and understand descriptions of things happening in pictures.</i>	
<p>* Lead-in:</p> <ul style="list-style-type: none"> - Show the pictures in Exercise 1. - Ask children questions about the pictures, e.g. <i>What animals can you see? What is on the tiger's head? Is the tiger angry? Is the monkey scared? Does the tiger climb the tree? What is the tiger doing?</i> <p>* Listen and put the pictures in the correct order. Write. Track 78</p> <ul style="list-style-type: none"> - Tell children they are going to hear a recording of a boy talking about the pictures. They have to put the pictures in the order they hear them mentioned. 	<ul style="list-style-type: none"> - Answer the questions.

- Play Track 78 for children to point to the correct pictures in order.
- Play the recording again, pausing after each part for children to write the number in the box.

Answers c 1 a 2 d 3 4 b

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can complete the task quickly and correctly.
- *Task completed:* Students can complete the task as suggested with support from the teacher.
- *Task uncompleted:* Students are unable to complete the task as suggested with support from the teacher.

* **Look at the pictures. Ask and answer.**

- Ask two children to read the speech bubbles for the class.
- Tell children they are going to look at the pictures and ask and answer questions about the monkey and the tiger using the words from the box to help them.
- Tell children to follow the order of the pictures.
- In pairs, children take turns asking and answering questions.

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can ask and answer the questions about the monkey and the tiger, using long sentences fluently.
- *Task completed:* Students can take turns asking and answering the questions, using short and simple sentences.
- *Task uncompleted:* Students are unable to take turns asking and answering the questions using short and simple sentences.

- Listen and point to the correct pictures in order.
- Listen and write the number in the box.
- Peer-check answers with friends.
- Check the answers with the teacher.

- Volunteer to read the speech bubbles for the class.

- Follow the order of the pictures.
- Work in pairs to take turns asking and answering questions about the monkey and the tiger using the words from the box to help them.
- Some of the pairs ask and answer questions for the class.

PRODUCTION (10 minutes)

Aim: To help students use the present progressive to ask and answer questions to describe what people in a picture are doing.

*** Mime an activity for your friend to guess.**

- Read aloud the example speech bubbles.
- In pairs, children take turns miming activities, and asking and answering questions.

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can mime activities and make all correct guesses in the front.
- *Task completed:* Students can take turns miming activities, and asking and answering questions.
- *Task uncompleted:* Students are unable to take turns miming activities, and asking and answering questions.

- Listen to the teacher.
- In pairs, take turns miming activities, and asking and answering questions.
- Volunteer to talk in the front.

HOMEWORK (2 minutes)

- Revise the words and the patterns.
- Do the exercises in Workbook page 49.
- Prepare for the next lesson (Unit 6 - Lesson 6/Part 2).

LESSON PLAN

Week: 15

Period: 60

Date of teaching: From 11/12 to 15/12/2023

UNIT 6: FUNNY MONKEYS!

Lesson Six - Skills Time! – Period 2 (page 49)

A. DESIRED OBJECTIVES

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

1. Core competences

Speaking

- Ask and answer questions about the pictures.

Writing

- Identify short, clear sentences to give information in a poster.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about different animals.
- *Problem-solving and creativity:* find out their favorite animal.

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.

B. LANGUAGE FOCUS AND SKILLS

1. Language

- *Recycled:* vocabulary and patterns seen previously.

2. Skills: Listening, Speaking and Writing.

C. RESOURCES AND MATERIALS

- Student book - page 49
- Audio tracks 73, 78
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards

- Computer, projector,

F. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<p>WARM-UP/REVIEW (10 minutes)</p> <p><i>Aim: To motivate students and help students to use the present progressive to ask and answer questions to describe what people in a picture are doing..</i></p>	
<p>* Mime an activity for your friend to guess.</p> <ul style="list-style-type: none"> - Read aloud the example speech bubbles. - In pairs, children take turns miming activities, and asking and answering questions. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can mime activities and make all correct guesses in the front. - <i>Task completed:</i> Students can take turns miming activities, and asking and answering questions. - <i>Task uncompleted:</i> Students are unable to take turns miming activities, and asking and answering questions. 	<ul style="list-style-type: none"> - Listen to the teacher. - In pairs, take turns miming activities, and asking and answering questions. - Volunteer to talk in the front.
<p>PRACTICE (20 minutes)</p> <p><i>Aim: To help students identify short, clear sentences to give information in a poster.</i></p>	
<p>* Choose the best sentences for a poster.</p> <ul style="list-style-type: none"> - Show the box and read it with the class. - Do the first item with the class: ask one child to read the first option, then ask another child to read the second option, and ask the class which is the short, clear sentence. - The children do the rest of the activity. <p><u>Answer:</u></p> <p>1 a 2 a 3 b</p> <p><u>Differentiation</u></p>	<ul style="list-style-type: none"> - Look at the box and read it. - Read the first option, then read the second option and answer which is the short, clear sentence. - Do the rest of the activity individually. - Peer-check the answers with the partners. - Check the answers with the teacher.

<ul style="list-style-type: none"> • Below level: Allow children to work in pairs. • At level: Children complete the activity as suggested. • Above level: Children work in pairs writing one good sentence for a poster and one long sentence with too much information. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can choose the best sentences individually correctly. - <i>Task completed:</i> Students can choose the best sentences with support from the teacher. - <i>Task uncompleted:</i> Students are unable to choose the best sentences with <p>* Make a poster about a school trip. Look at page 48 to help you.</p> <ul style="list-style-type: none"> - Ask children to look at the poster on page 48 and say what information is included, in what order, and why. - Ask them to choose a destination for a school trip they would like to go on. Ask them to think about how to get there, what they would need to bring, and what rules they think they will need to follow. Ask them to find images of the place and use them in their poster. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can make a poster individually creatively and quickly. - <i>Task completed:</i> Students can make a poster with support from the teacher. - <i>Task uncompleted:</i> Students are unable to make a poster with support from the teacher. 	<ul style="list-style-type: none"> - Look at the poster on page 48 and say what information is included, in what order, and why. - Choose a destination for a school trip they would like to go on. - Think about how to get there, what they would need to bring, and what rules they think they will need to follow. - Find images of the place and use them in their poster.
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PRODUCTION (5 minutes)

Aim: To help students ask and answer questions about the pictures.

<p>* Talk about the poster.</p>	
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<ul style="list-style-type: none"> - Ask the children to talk about the poster in groups. <p>→ Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about the posters fluently in the front. - <i>Task completed:</i> Students can talk about the posters in pairs. - <i>Task uncompleted:</i> Students are unable to talk about the posters in pairs. 	<ul style="list-style-type: none"> - Work in groups, talk about the poster in groups. - Some volunteers come to the front and talk about their posters.
<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 49. - Prepare for the next lesson (Unit 7 - Lesson 1). 	

Duyệt ngày 02/12/2023
Tổ trưởng



Huỳnh Thị Yến Trang

LESSON PLAN

Week: 16

Period: 61

Date of teaching: From 18/12 to 22/12/2023

REVIEW 2 - Part 1 (page 50)

A. DESIRED OBJECTIVES

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

1. Core competences

- Review target language from units 4, 5 and 6.

2. General competences

- *Communication and collaboration:* work in pairs/groups.
- *Problem-solving and creativity:* complete tasks given.

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.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary:* review animals, school subjects, beach activities.

2. Language:

- *Reading:* 2 (beach activities, present progressive)
- *Writing:* 3, 5 (school subjects, animals, present progressive)
- *Listening:* 1 (zoo animals)
- *Speaking:* 4 (zoo animals, present progressive)
- *Phonics:* 6 (sounds /ks/, /w/, /z/, and /y/)

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

C. RESOURCES AND MATERIALS

- Student book - page 50
- Audio tracks 79
- Teacher's Guide

- Website *sachso.edu.vn*
- Flashcards units 4, 5, 6
- Computer, projector,

D. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities																		
<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim: To motivate students and help students to revise the words of animals, school subjects and beach activities.</i></p>																			
<p>* Stop the bus</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;"><i>Animals</i></th> <th style="padding: 5px;"><i>School subjects</i></th> <th style="padding: 5px;"><i>Beach activities</i></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">monkey</td> <td style="padding: 5px;">.....</td> <td style="padding: 5px;">.....</td> </tr> <tr> <td style="padding: 5px;">.....</td> <td style="padding: 5px;">.....</td> <td style="padding: 5px;">.....</td> </tr> <tr> <td style="padding: 5px;">.....</td> <td style="padding: 5px;">.....</td> <td style="padding: 5px;">.....</td> </tr> <tr> <td style="padding: 5px;">.....</td> <td style="padding: 5px;">.....</td> <td style="padding: 5px;">.....</td> </tr> <tr> <td style="padding: 5px;">.....</td> <td style="padding: 5px;">.....</td> <td style="padding: 5px;">.....</td> </tr> </tbody> </table> <ul style="list-style-type: none"> - Say a letter and a topic. - Ask students to write down the word beginning with that letter and write in the correct column. - The fastest child with the correct writing will get one point. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen and write all the words correctly. - <i>Task completed:</i> Students can listen and write the key words correctly. - <i>Task uncompleted:</i> Students are unable to listen and write the key words correctly. 	<i>Animals</i>	<i>School subjects</i>	<i>Beach activities</i>	monkey	<ul style="list-style-type: none"> - Listen and write down the word beginning with that letter and write in the correct column.
<i>Animals</i>	<i>School subjects</i>	<i>Beach activities</i>																	
monkey																	
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<p>PRACTICE (20 minutes)</p> <p><i>Aim: To help students listen and identify animal words.</i></p>																			
<p>* Listen and write the numbers. Track 79</p>																			

- Tell the children that they are going to hear a recording of someone talking about animals in a zoo. They will need to find the picture of each animal they hear and write the word.
- Play Track 79 and pause it after the first item. Ask the children what animal they heard (*giraffe*). Ask them to find the correct picture (*h*) and write number 1 into the box with their pencils.
- Play the rest of the recording for the children to write the names of the animals.

Answer

1 h 2 b 3 c 4 g 5 d 6 f 7 e 8 a

→Expected outcomes and assessment.

- *Task completed with excellence:* Students can listen and write the names of the animals correctly.
- *Task completed:* Students can listen and identify animals.
- *Task uncompleted:* Students are unable to listen and identify animals.

*** Read and write *T* (true) or *F* (false).**

- Read the first three sentences of the text out loud.
- Show the first sentence and ask, “*Is Linh’s sister swimming?*”
- Elicit *No* and say *This sentence is false.* Show the example answer.
- Children read the text again and complete the exercise.
- Encourage fast finishers to correct the false sentences.

Answer

1 F 2 T 3 F 4 T 5 F 6 T

→Expected outcomes and assessment.

- Answer what animal they heard (*giraffe*). Find the correct picture (*h*) and write number 1 into the box with their pencils.
- Listen and write the names of the animals.

- Listen to the teacher.
- Say *No*.
- Read the text again and complete the exercise.
- Fast finishers correct the false sentences.

<ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can understand the text, the statements and correct the false sentences. - <i>Task completed:</i> Students can understand the text and statements.. - <i>Task uncompleted:</i> Students are unable to understand the text and statements. 	
<p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students talk about their summer vacation.</i></p>	
<p>* Talk about their summer vacation</p> <ul style="list-style-type: none"> - Ask the children to think about their summer vacation. - Ask them to talk about it in groups. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about their summer vacation in the front fluently and confidently. - <i>Task completed:</i> Students can talk about their summer vacation in groups. - <i>Task uncompleted:</i> Students are unable to talk about their summer vacation in groups. 	<ul style="list-style-type: none"> - Think about their summer vacation. - Talk about it in groups. - Talk about it in the front.
<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Revise the words of units 4, 5, and 6. - Do the exercises in Workbook page 50. - Prepare for the next lesson (Review 2 - Part 2). 	

LESSON PLAN

Week: 16

Period: 62

Date of teaching: From 18/12 to 22/12/2023

REVIEW 2 - Part 2 (page 51)

A. DESIRED OBJECTIVES

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

1. Core competences

- Review target language from units 4, 5 and 6.

2. General competences

- *Communication and collaboration:* work in pairs/groups.
- *Problem-solving and creativity:* complete tasks given.

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.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

1. Vocabulary

- *Vocabulary:* review animals, school subjects, beach activities.

2. Language:

- *Reading:* 2 (beach activities, present progressive)
- *Writing:* 3, 5 (school subjects, animals, present progressive)
- *Listening:* 1 (zoo animals)
- *Speaking:* 4 (zoo animals, present progressive)
- *Phonics:* 6 (sounds /ks/, /w/, /z/, and /y/)

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

C. RESOURCES AND MATERIALS

- Student book - page 50

- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards units 4, 5, 6
- Computer, projector,

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
WARM-UP/REVIEW (5 minutes) <i>Aim: To motivate students and help students to review the words of animals, school subjects and beach activities.</i>	
<p>* Game: "Bingo"</p> <ul style="list-style-type: none"> - Ask the children to draw a three-by-three grid. In each of the squares, they write a different word from the vocabulary they have studied in the unit. - Call out words from the vocabulary in any order. Keep a record of the words as you say them, so that you don't say the same word twice. The children cross off the words in their grids as they hear them. The first child to complete a line of three, shouts <i>Bingo!</i> <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can remember all the words and volunteer to be the caller. - <i>Task completed:</i> Students can listen and identify the words. - <i>Task uncompleted:</i> Students are unable to listen and identify the words. 	<ul style="list-style-type: none"> - Draw a three-by-three grid. In each of the squares, they write a different word from the vocabulary they have studied in the unit. - Listen and cross off the words in their grids as they hear them. - The first child to complete a line of three, shouts <i>Bingo!</i>
PRACTICE (20 minutes) <i>Aim: To help students talk and write about school subjects and animals.</i>	
<p>* Look and write.</p> <ul style="list-style-type: none"> - Show the pictures and the letters below them. Ask the children what the pictures show (<i>school subjects and places</i>). 	<ul style="list-style-type: none"> - Say what the pictures show (<i>school subjects and places</i>).

- Explain that the children will need to complete the names for each picture.
- Show the first picture, ask them what it shows (*math*), and point to the example answer.
- Children complete the exercise.

Answer

- 1 math
- 2 P.E.
- 3 Vietnamese
- 4 English
- 5 art
- 6 computer room
- 7 art room
- 8 schoolyard

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can look and write all the words with correct spelling.
- *Task completed:* Students can look and write the words with support from the teacher.
- *Task uncompleted:* Students are unable to look and write the words with support from the teacher.

* **Look, ask, and answer.**

- Focus attention on the picture, then show the question and the example answer.
- In pairs, children take turns asking and answering about what the animals are doing.

Answer

- What are the lizards doing? They're climbing the tree.
- What is the zebra doing? It's eating.

- Look at the example and answer what it shows (*math*).
- Complete the exercise.

- Look at the examples carefully.
- In pairs, take turns asking and answering about what the animals are doing.

- What are the kangaroos doing? They're jumping.
- What's the crocodile doing? It's sleeping.

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can ask and answer about what the animals are doing with full sentences.
- *Task completed:* Students can ask and answer about what the animals are doing with support from the teacher.
- *Task uncompleted:* Students are unable to ask and answer about what the animals are doing with support from the teacher.

* **Look and write.**

- Show an example. Children copy the example in their notebooks.
- Children write sentences about what the other animals are doing.

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can write sentences about what the other animals are doing with correct spelling and without grammatical mistakes.
- *Task completed:* Students can write sentences about what the other animals are doing with support from the teacher.
- *Task uncompleted:* Students are unable to write sentences about what the other animals are doing with support from the teacher.

* **Match the words with the same sound.**

- Ask the children to think about all the sounds they have learned so far.
- Ask them to match each word on the left with a word on the right that has the same sound.

Answer 1 d 2 a 3 b 4 c

→ **Expected outcomes and assessment.**

- Look and copy the example in their notebooks.
- Write sentences about what the other animals are doing.
- Think about all the sounds they have learned so far.
- Match each word on the left with a word on the right that has the same sound.

<ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can remember all the sounds they have learnt so far. - <i>Task completed:</i> Students can match the words with the same sound. - <i>Task uncompleted:</i> Students are unable to match the words with the same sound. 	
<p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students talk about their favorite school subject.</i></p>	
<p>* Game: Pass the teddy bear</p> <ul style="list-style-type: none"> - Explain how the game is played. - Give a teddy bear to one student. - Have students listen to music and pass the teddy bear. - Stop music suddenly. - Have the student with the teddy bear talk about his/her favorite school subject. - Continue the game until the time's out. - 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 talk about their favorite school subject with variety of information. - <i>Task completed:</i> Students can talk about their favorite school subject with short and simple sentences. - <i>Task uncompleted:</i> Students are unable to talk about their favorite school subject with short and simple sentences. 	<ul style="list-style-type: none"> - Listen to the teacher's instructions. - Hold the teddy bear. - Listen to music and pass the teddy bear. - The student with the teddy bear talks about his/her favorite school subject.
<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Revise the words of units 4, 5, and 6. - Do the exercises in Workbook page 49. - Prepare for the next lesson (Fluency time! 2 - Part 1). 	

LESSON PLAN

Week: 16

Period: 63

Date of teaching: From 18/12 to 22/12/2023

FLUENCY TIME! 2

Lesson One - Everyday English (page 52)

A. DESIRED OBJECTIVES

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

1. Core competences

- Learn language for making plans.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about plans.
- *Problem-solving and creativity:* make plans.

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.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary: review school subjects and actions.

2. Language:

- *We have science after break.*
- *Are you free after school today? Yes, I'm free.*
- *Let's go to the playground.*

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

C. RESOURCES AND MATERIALS

- Student book - page 52
- Audio Tracks 80-81
- Flashcards
- Teacher's Guide
- Website *sachso.edu.vn*

- Computer, projector,

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim: To help students review school subjects and actions.</i></p>	
<p>* Game: Pass the teddy bear</p> <ul style="list-style-type: none"> - Explain how the game is played. - Give a teddy bear to one student. - Have students listen to music and pass the teddy bear. - Stop music suddenly. - Have the student with the teddy bear talk about his/her favorite school subject. - Continue the game until the time's out. - 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 talk about their favorite school subjects and actions fluently. - <i>Task completed:</i> Students can talk about their favorite school subjects and actions. - <i>Task uncompleted:</i> Students are unable to talk about their favorite school subjects and actions. 	<ul style="list-style-type: none"> - Listen to the teacher's instructions. - Hold the teddy bear. - Listen to music and pass the teddy bear. - The student with the teddy bear talks about his/her favorite school subjects and actions.
<p>PRESENTATION (10 minutes)</p> <p><i>Aim: To help students learn language for making plans.</i></p>	
<p>* Lead in</p> <ul style="list-style-type: none"> - Tell children they are going to learn some language for making plans. Ask them how they know when a class is about to start. Ask them what they usually do after school. <p>* Listen. Read and say. (Track 80)</p>	<ul style="list-style-type: none"> - Answer how they know when a class is about to start and what they usually do after school. - Answer where the girls are (<i>in the schoolyard</i>) and

<ul style="list-style-type: none"> - Focus on the pictures. Ask children where the girls are (<i>in the schoolyard</i>). Ask them why they think the girls are there (<i>it's break time</i>). - Play Track 80 for children to listen and read. Encourage them to work out the meaning of unknown words from the context. Answer questions, then play the recording again, pausing for children to repeat the dialogue. - Review the language with the class. - Ask children to practice the dialogue. Then invite pairs to act it out for the class. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can practice the conversation correctly and fluently. - <i>Task completed:</i> Students can practice the conversation. - <i>Task uncompleted:</i> Students are unable to practice the conversation. 	<p>why they think the girls are there (<i>it's break time</i>).</p> <ul style="list-style-type: none"> - Listen to the recording and read. - Work out the meaning of unknown words from the context. - Listen again and repeat. - Practice the dialogue. - Act out the conversation for the class.
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PRACTICE (8 minutes)

Aim: To help students listen and understand the dialogue of making plans.

<p>* Listen and write. Track 81</p> <ul style="list-style-type: none"> - Show the photo and ask children to say what they see. - Tell them that they are going to hear a recording of a conversation between the two girls and that they need to complete the sentences with the words from the box. - Ask the children to read the sentences. Ask <i>What are the two girls talking about? (They are arranging to meet up after school).</i> - Play Track 81 and pause it after the first sentence. Show the example and elicit the meaning of <i>free</i> in the sentence. - Play the rest of the recording, pausing after each sentence. 	<ul style="list-style-type: none"> - Say what they see. - Read the sentences and answer the question. - Listen to the first sentence and look at the example. Learn the new words <i>free</i>. - Listen to the rest of the recording and complete the sentences.
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<ul style="list-style-type: none"> - Children complete the sentences with the missing words. - Elicit that <i>on Wednesdays</i> means <i>every Wednesday</i>. <p>Answer</p> <p>1 free</p> <p>2 No, Wednesdays</p> <p>3 tomorrow</p> <p>4 Let's</p> <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can complete the task individually correctly and quickly. - <i>Task completed:</i> Students can complete the task with support from the teacher. - <i>Task uncompleted:</i> Students are unable to complete the task with support from the teacher. 	<ul style="list-style-type: none"> - Learn “<i>on Wednesdays</i>” means “<i>every Wednesday</i>”. - Share their answer with their partner. - Give their answers.
<p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students ask and answer questions about what people are doing.</i></p>	
<p>*Look at the food words. Ask and answer. (page 52)</p> <ul style="list-style-type: none"> - Ask two children to read out the example dialogue. - In pairs, children read the example dialogue, then choose phrases from the box and act out more dialogues. - Ask some pairs to act out their dialogues for the class. <p>Differentiation</p> <ul style="list-style-type: none"> • Below level: Write <i>No, he's ___ing.</i> on the board and ask the children what words they can use to complete the sentence. • At level: Children complete the activity as suggested. 	<ul style="list-style-type: none"> - Read out the example dialogue. - Work in pairs, read the example dialogue, then choose phrases from the box and act out more dialogues. - Some pairs act out their dialogues for the class.

<ul style="list-style-type: none"> • Above level: Do the “below level” activity but ask children to add the after-school activities that they do. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can act out their dialogues for the class. - <i>Task completed:</i> Students can act out their dialogues in pairs. - <i>Task uncompleted:</i> Students are unable to act out their dialogues in pairs. 	
<p style="text-align: center;">HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Practicing asking and answering questions about food. - Prepare for the next lesson (Fluency time! 2 - Lesson 2). 	

LESSON PLAN

Week: 16

Period: 64

Date of teaching: From 18/12 to 22/12/2023

FLUENCY TIME! 2

Lesson Two - CLIL: Science (page 53)

A. DESIRED OBJECTIVES

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

1. Core competences

- Learn some useful content and language about different materials.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about different materials.
- *Problem-solving and creativity:* find out different materials.

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.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Core:* float, sink, air, light, heavy
- *Extra vocabulary:* object, bottom, duck, stone

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

C. RESOURCES AND MATERIALS

- Student book - page 53
- Audio tracks 82-83
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
WARM-UP/REVIEW (5 minutes) <i>Aim: To motivate students and help students review known items from the previous lessons.</i>	
<p>* Warmer</p> <ul style="list-style-type: none"> - Ask children to think of the ocean. Ask them to suggest things you can see on the water and things you can see under the water. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say lots of things they can see on the water and under the water. - <i>Task completed:</i> Students say a few things they can see on the water and under the water. - <i>Task uncompleted:</i> Students are unable to say things they can see on the water and under the water. 	<ul style="list-style-type: none"> - Think of the ocean. - Suggest things you can see on the water and things you can see under the water.
PRESENTATION (10 minutes) <i>Aim: To help students learn some useful content and language about different materials.</i>	
<p>* Lead-in:</p> <ul style="list-style-type: none"> - Hold up the Science Time! flashcards and say the words for children to repeat. - Write the words <i>light</i> and <i>heavy</i> on the board. Ask children to name things which are light and things which are heavy. Write the words under the correct headings. - Ask children to say which of the things on the board they think will float, and which they think will sink in water. <p>* Listen and point. Repeat. (Track 82)</p> <ul style="list-style-type: none"> - Ask children to look at the pictures. Play the first part of Track 82 for children to listen and point to the pictures. - Play the second part for children to repeat. 	<ul style="list-style-type: none"> - Look at the flashcards and repeat the words. - Name things which are light and things which are heavy. - Say which of the things on the board they think will float, and which they think will sink in water. - Look at the pictures. Listen and point to the pictures. - Listen to the recording and repeat.

<ul style="list-style-type: none"> - Play the whole recording. Children listen, point and repeat. - Invite a child to come to the board. Hand the child two of the Science Time! flashcards. Say the word for one of the flashcards. The child sticks the correct flashcard on the board. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify the new words fluently. - <i>Task completed:</i> Students can identify the new words. - <i>Task uncompleted:</i> Students are unable to identify the new words. 	<ul style="list-style-type: none"> - Listen again, point and repeat. - A child to come to the board. He/She listens to the teacher and sticks the correct flashcard on the board.
<p>PRACTICE (8 minutes)</p> <p><i>Aim: To help students read the text and learn some useful content and language about different materials.</i></p>	
<p>* Listen and read. (Track 83)</p> <ul style="list-style-type: none"> - Play Track 83 for children to listen and follow the text. - Play the recording again. Ask comprehension questions, e.g. <i>Why do the toy ducks float? Why do stones sink?</i> - Ask children to name the items in the picture. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can understand the text and name all the items in the picture correctly. - <i>Task completed:</i> Students can understand the text and name the items in the picture. - <i>Task uncompleted:</i> Students are unable to understand the text and name the items in the picture. <p>* Read and circle a or b.</p>	<ul style="list-style-type: none"> - Listen to the recording to follow in their books. - Listen to the recording again. Answer the questions. - Name the items in the picture. - Answer the question.

- Focus on the pictures and ask, “*What can you see?*”
- Put children into pairs.
- Read the questions and answers. Tell the children not to answer yet.
- Ask children to find the answers to the questions by looking at the information in the text again.
- They circle *a* or *b* for each question.

Answer

1 a 2 b

Differentiation

- **Below level:** Complete the activity as a class.
- **At level:** Children complete the activity as suggested.
- **Above level:** Ask children to make a list of three heavy things and three light things. The children then ask and answer questions in pairs about the items on their list, e.g. *Do soccer balls float? Yes, they do. They have air inside, so they float.* Check answers by inviting pairs of children to ask and answer questions in front of the class.

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can ask and answer questions in pairs about the items on their list of heavy and light things.
- *Task completed:* Students can understand the questions and answers and complete the task.
- *Task uncompleted:* Students are unable to understand the questions and answers and complete the task.

*** Which objects are light and float? Which objects are heavy and sink? Make a poster.**

- Work in pairs.
- Find the answers to the questions by looking at the information in the text again.
- Circle *a* or *b* for each question.

- Tell the teacher which heading he/she writes it under.
- Look at the teacher carefully.
- Work in pairs and copy the headings into their

<ul style="list-style-type: none"> - On the board, write the headings <i>float / sink</i>. Say <i>stone</i> and ask the class to tell you which heading you write it under. - Repeat with <i>toy duck</i>. - Divide the class into pairs and ask them to copy the headings into their notebooks. The children write objects under the correct heading. - Children make a poster to illustrate what floats and sinks. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write lots of heavy/light objects to make a poster. - <i>Task completed:</i> Students can identify light and float or heavy and sink objects. - <i>Task uncompleted:</i> Students are unable to identify light and float or heavy and sink objects. 	<p>notebooks. Then objects under the correct heading.</p> <ul style="list-style-type: none"> - Make a poster to illustrate what floats and sinks in groups or individually.
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PRODUCTION (10 minutes)

Aim: To help students talk about their posters to illustrate what floats and sinks.

<p>* Talk about their posters to illustrate what floats and sinks.</p> <ul style="list-style-type: none"> - Ask the children to talk about their posters to illustrate what floats and sinks in groups and in the front. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about their posters fluently in the front. - <i>Task completed:</i> Students can talk about their posters in groups. - <i>Task uncompleted:</i> Students are unable to talk about their posters in groups. <p>* Look and color.</p> <ul style="list-style-type: none"> - Children color their smiley faces depending on how well they feel and understand what 	<ul style="list-style-type: none"> - Talk about their poster to illustrate what floats and sinks in groups and in the front.
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<p>they have learned in Units 4, 5, and 6, and Fluency Time 2.</p> <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can show the teacher they feel excellent and understand what they have learnt in Units 4, 5, 6 and Fluency Time 2. - <i>Task completed:</i> Students can show the teacher they good and OK and understand what they have learnt in Units 4, 5, 6 and Fluency Time 2. - <i>Task uncompleted:</i> Students are unable to show how well they feel and understand what they have learnt in Units 4, 5, 6 and Fluency Time 2. 	<ul style="list-style-type: none"> - Color their smiley faces depending on how well they feel and understand what they have learned in Units 4, 5, and 6, and Fluency Time! 2.
<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Learn new words by heart. - Do the exercises in Workbook page 48, 49. - Prepare for the next lesson (Unit 7 - Lesson 1). 	

Duyệt ngày 02/12/2023
Tổ trưởng



Huỳnh Thị Yến Trang

LESSON PLAN

Week: 17

Period: 65

Date of teaching: From 25/12 to 29/12/2023

REVIEW (CONT.) CONTENTS OF THE LESSONS FROM STATER TO UNIT 6

I. OBJECTIVE

Reviewing content of unit 1 , unit 2

Teacher remind students numbers 11-20 , school things

Students can read and write consonant blends such as cr, br, sp, sn,dr, pl,. They can use simple present: be .

Teacher reviews 4 skills:

Reading: a discriptive letter

Listening : distinguishing details, identifying people and objects

Speaking : where are the shoes ? How many...? There are.....

Writing: question marks and periods, capitalization

II. LANGUAGE CONTENTS

1. Language focus: listening, reading, writing, speaking

2. Vocabulary: revision

3. Structure: revision

III. METHODS AND TEACHING AIDS

1. Methods:

- The audio lingual method

2. Teaching aids:

- Flashcards, CD, cassette player

IV. PROCEDURES

A. Introduction

1. Greeting

2. Warm up

3. Review of the previous lesson

B. Presentation

Teacher's activities	Students' activities
<p>Unit 1,2 – Lesson One</p> <p>1 . Listen. point and repeat</p> <p>- Teacher reviews to students numbers 1-20 School things</p> <p>- Teacher plays the tape track 7,17</p> <p>-Students listen point and reapeat in chorus then students read individual.</p>	<p>- Students listen point and repeat numbes 1-20 Table , coothook ,pencil case, computer, board</p> <p>Let's learn</p>

<p>- Teacher corrects</p> <p>Unit 1,2 – Lesson Two</p> <p>Teacher reviews structures : There is.... There are.... This is That is These are..... Those are....</p> <p>Teacher corrects</p> <p>Unit 1,2 Lesson Three and four</p> <p>- Teacher reviews consonant blends</p> <p>-Some students say and write them on the board.</p> <p>Teacher corrects.</p> <p>Unit 1,2 Lesson Five and Six- Skills Time !</p> <p>Teacher reviews four skills:</p> <p>Reading: a discriptive letter</p> <p>Listening : distinguishing details, identifying people and objects</p> <p>Speaking : where are the shoes ? How many...? There are.....</p> <p>Writing: question marks and periods, capitalization</p> <p>Teacher asks students to write about themselves by using capitalizing proper nouns and sentence beginnings, writing about themshelves.</p> <p>Teacher corrects.</p>	<p>There is a doll on the rug.</p> <p>There are three books under the bed.</p> <p>This is a pen.</p> <p>These are pens.</p> <p>That is a pencil case.</p> <p>Those are pencil cases</p> <p>phonics: consonant blends:</p> <p>dr: <i>drum, dress</i></p> <p>tr: <i>truck, tree</i></p> <p>cr: <i>crayon, crab</i></p> <p><i>-Students call out</i></p> <p>-</p> <p>My name is Nam . I’m a students.</p> <p>I’m in class 4A. I’m twelve years old.</p> <p>I live in Ho Chi Minh City.</p>
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V. Consolidation

- Teacher asks students sing in front of the class.
- Teacher remarks and corrects the mistakes.

VI. HOMEWORK – PREPARATION - REMARK

- Pupils learn by heart the lesson at home. .
- Do homework.
- Prepare for the next period.
- Teacher remarks the learning period class.

LESSON PLAN

Week: 17

Period: 66

Date of teaching: From 25/12 to 29/12/2023

REVIEW (CONT.)

CONTENTS OF THE LESSONS FROM STATER TO UNIT 6

I. OBJECTIVE

Reviewing content of unit 3,4

Teacher remind students of numbers fro 20 – 100, school subjects, school room

Students can use structures

Do you have ? I don't...

Does he have ? He doesn't have....

I like reading. I don't like fishing.

Does he like playing chess ?

Yes, he does./ No, he doesn't.

Teacher reviews 4 skills:

Reading: a describion on the web page

Listening : identyfying school rooms.

Speaking: What do we have in art room ?

We have...

Writing: capital letter.

II. LANGUAGE CONTENTS

1. Language focus: listening, reading, writing, speaking

2. Vocabulary: revision

3. Structure: revision

III. METHODS AND TEACHING AIDS

1. Methods:

- The audio lingual method

2. Teaching aids:

- Flashcards, CD, cassette player

IV. PROCEDURES

A. Introduction

1. Greeting

2. Warm up

3. Review of the previous lesson

B. Presentation

Teacher's activities	Students' activities
Unit 3,4 – Lesson One 1 . Listen. point and repeat	- Students listen point and repeat Art , math, English, P.E , music

<p>- Teacher reviews words of school subjects, numbers 20-100</p> <p>- Teacher plays the tape track 28,39</p> <p>-Students listen point and repeat in chorus then students read individual.</p> <p>- Teacher corrects</p> <p>Unit 3,4 – Lesson Two</p> <p>Teacher reviews structures</p> <p>Students ask and answer about the objects which they like ...or they don't like..., school subjects</p> <p>Students practice in pairs</p> <p>Teacher corrects</p> <p>Unit 3,4 Lesson Three and four- Phonics</p> <p>- Teacher reviews <i>sounds; pl, fl, bl</i></p> <p>-Some students say and write them on the board.</p> <p>Teacher corrects.</p> <p>Unit 3,4 Lesson Five and Six- Skills Time !</p> <p>Teacher reviews four skills:</p> <p>Reading:</p> <p>Students listen track 36,47 and read .</p> <p>Teacher corrects.</p> <p>Listening : identifying details school rooms</p> <p>Writing: capital letters</p> <p>Teacher corrects.</p>	<p>Let's learn</p> <p>What do you like ?</p> <p>I like balloons.</p> <p>I don't like candy.</p> <p>What does he like ?</p> <p>He likes candy.</p> <p>When do you have P.E ?</p> <p>I have P.E on Thursday.</p> <p>Phonics: magic e:</p> <p>fl: flag , flower</p> <p>pl: plate , plum</p> <p>bl: blanket, blue</p> <p>-Students write on the board.</p> <p>-Students call out.</p> <p>Answer</p> <p>Chicken x bananas√ rice√ noodlesx</p>
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V. Consolidation

- Teacher asks students sing in front of the class.
- Teacher remarks and corrects the mistakes.

VI. HOMEWORK – PREPARATION - REMARK

- Pupils learn by heart the lesson at home. .
- Do homework.
- Prepare for the next period.

LESSON PLAN










Week: 17

Period: 67








Date of teaching: From 25/12 to 29/12/2023

REVIEW

1.Look and write

		
What is the monkey doing ?	What is the kangaroo doing ?	What is the zebra doing ?
.....
		
What is the rabbit doing ?	What is the lizard doing ?	What is the fish doing ?
.....
		
What is the parrot doing ?	What is the monkey doing ?	What is the koala doing ?
.....

2. Look and tick (✓) or cross (✗)

	<ul style="list-style-type: none"> The rabbit is sleeping. 	<p style="text-align: center;">✗</p>
	<ul style="list-style-type: none"> The lizard is eating. 	
	<ul style="list-style-type: none"> The elephant is walking. 	
	<ul style="list-style-type: none"> The birds are flying. 	
	<ul style="list-style-type: none"> The fish is running. 	
	<ul style="list-style-type: none"> The dolphin is flying. 	
	<ul style="list-style-type: none"> The squirrel is climbing the tree. 	
	<ul style="list-style-type: none"> The horse is running. 	
	<ul style="list-style-type: none"> The owl is hooting at night. 	

3. Look at the picture and answer the questions.



- What is the weather like?
- Which animal has the longest neck?
- Which is the smallest animal?
- What color is the car?
- How many monkeys can you see?
- How many animals can fly?
- What is the elephant doing?
- What is the giraffe eating?
- Who is watching the birds?
- What is the man next to the driver wearing?
- Where is the tortoise?

LESSON PLAN

Week: 17










Period: 68




Date of teaching: From 25/12 to 29/12/2023

REVIEW










1.Look and write




Yes, it is No , it isn't.	Yes, they are. No, they aren't.
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Is the frog playing the guitar ?	Is the parrot reading a book ?	Are the birds singing ?
.....
		
Is the rat sleeping ?	Is the monkey fishing ?	Is the owl writing ?
.....
		
Are the cats fighting?	Is the bear playing volleyball ?	Is the penguin surfing ?
.....

		
Is the giraffe walking ?	Is the dog running ?	Is the squirrel kayaking ?
.....

2. Put the words in the correct order to make sentences

		
flying/The /parrot/is	squirrel/The/is/kayaking.	fishing/The /monkey/is
.....
		
writing/The/owl/is	swimming./The/fish/is	playing/The/ guitar./is/frog/ the
.....
		
lizard/The/is/sleppng./	The/climbing/are/koalas	The /reading/is/ a /book./ parrot

.....
		
jumping/The/kangaroo./is	The/flying./birds/are/	cats/The/are/ fighting
.....

8. Look at the picture of students on a school trip. Write questions and answers.



<p>⇒ Jenny /talk to Molly ?/ chat on her phone Is Jenny talking to Molly ? No , she isn't .She's chatting on her phone. 1. Jason /make dinner ?/eat crisps 2. Catherine and Heidi /listen to music?/sing songs</p>	<p>6. Amy /listen to music?/do homework 7. Sam and Jess /play computer games? watch TV 8. Robert /make dinner ?/make cake </p>
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..... 3.Sarah/ read a book ?/sleep in a chair 4.Toby /do his homework?/watch video clips 5.Dave and Frank /clean the table ? /play table tennis 9.Emma/do homework ?/listen to music 10.Jack/watch TV ?/ draw pictures 11 it/raining? /sunny
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Duyệt ngày 06/12/2023
Phó hiệu trưởng

Nguyễn Thị Thanh Hải

Duyệt ngày 02/12/2023
Tổ trưởng



Huỳnh Thị Yến Trang

