

# LESSON PLAN

Week: 18

Period: 69

Date of teaching: From 01/01 to 05/01/2024






## REVIEW

### 1. Look and write

swim beach kayak surf windsurf sail waterski snorkel

			
.....	.....	.....	.....
			
.....	.....	.....	.....

### 2. Read and number










		
<input type="text"/>	<input type="text"/>	<input type="text"/>
		
<input type="text"/>	<input type="text"/>	

He is surfing.

He is waterskiing.

She is kayaking.	He is windsurfing.
He is sailing.	He is snorkeling.

3. Look and answer the questions

		
What are they doing ?	What are they doing ?	What is she doing ?
.....	.....	.....
		
What are they doing ?	What is she doing ?	What is he doing ?
.....	.....	.....
		
What are they doing ?	What is she doing ?	What is he doing ?
.....	.....	.....

# LESSON PLAN

Week: 18

Period: 70

Date of teaching: From 01/01 to 05/01/2024

## REVIEW

1. Look , read and write

Yes, I am.	Yes, he is.	Yes, she is.	Yes, they are.
No, I'm not.	No, he isn't.	No, she isn't.	No, they aren't.

		
Is he swimming ?	Is he sailing ?	Is he kayaking ?
.....	.....	.....
		
Are they skipping ?	Are they swimming ?	Is he surfing ?
.....	.....	.....
		
Is he sailing ?	Are they snorkeling?	Are they flying kites ?
.....	.....	.....

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

		
<p>are/They /taking /photos./</p>	<p>is/ She /collecting /sea shells.</p>	<p>are/They /flying/a kite./</p>
.....		
		
<p>She/book./is/reading/a</p>	<p>They/swimming./are/</p>	<p>kayaking./They/are</p>
.....		
		
<p>snorkeling ./ She/is/</p>	<p>surfing./She/is/</p>	<p>She/making/is/a/sandcastle</p>
.....		
		
<p>waterskiing./He/is/</p>	<p>She/an/is/eating /ice cream./</p>	<p>are/They/playing/volleyball.</p>
.....		

## LESSON PLAN

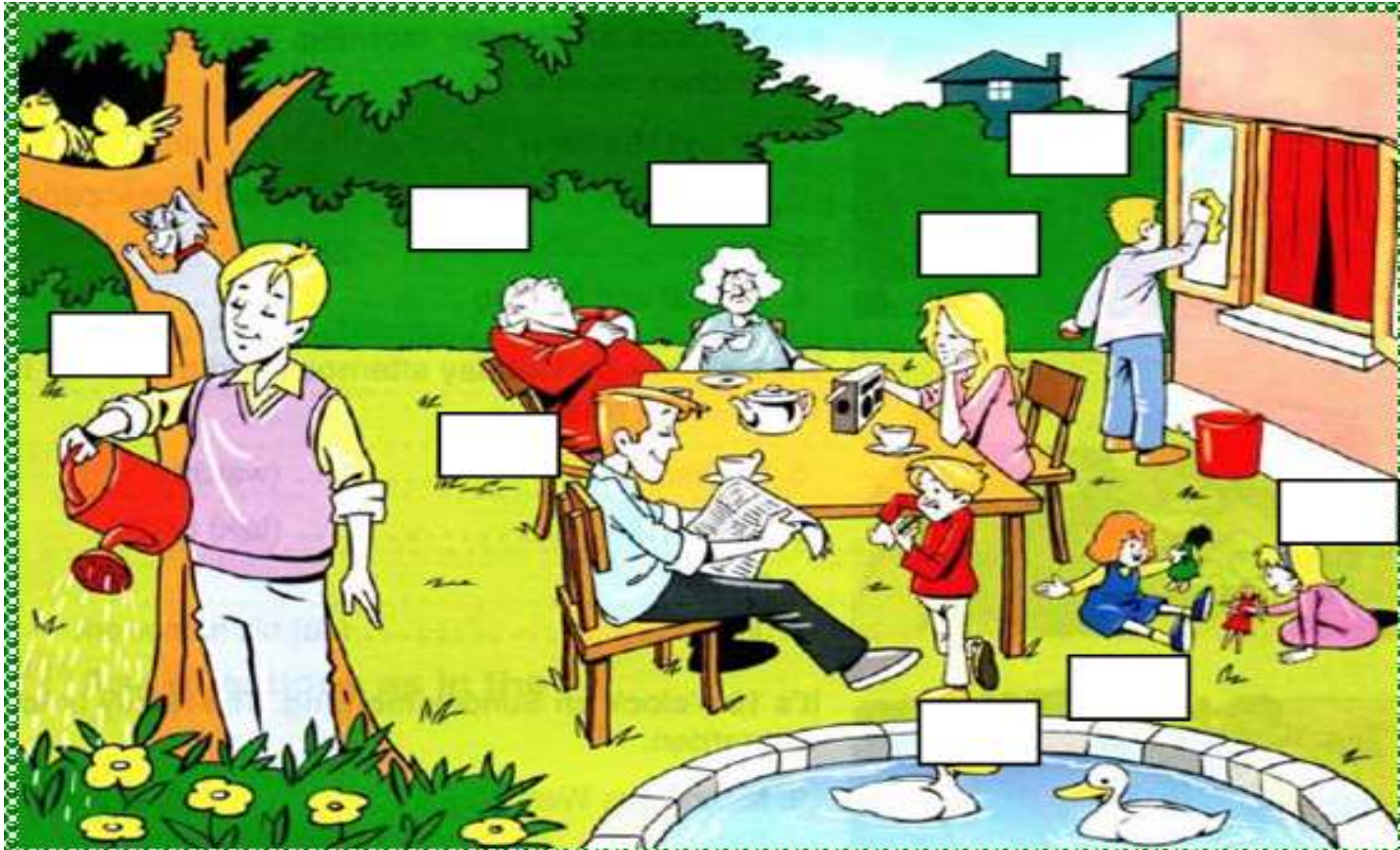
Week: 18

Period: 71

Date of teaching: From 01/01 to 05/01/2024

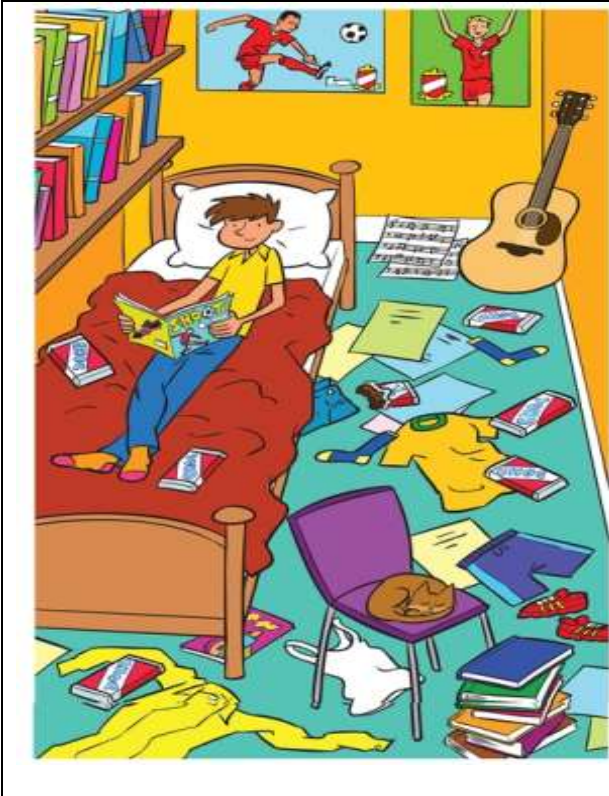
### REVIEW

Look at the picture , read the sentences and write the name in the right box.



- 1 - I'm **Carol** . I'm playing with a green doll. I am next to the table.
- 2- **Harry** is my father .He is reading the newspaper.
- 3- **Carla** is my mother .She is listening to the radio.
- 4- **Edith** is my grandmother .She is drinking tea.
- 5- **William** is my grandfather . He is sleeping.
- 6- **Peter** is my brother . He is cleaning the windows .
- 7- **Sally** is my sister .She is playing with me.
- 8- **Paul** is my cousin .He is eating a sandwich .

Look at the pictures and complete the sentences. Write the present simple or present continuous form of the verb in brackets.



Jack is in his bedroom. He's lying on his bed and he \_\_\_\_\_(read) a magazine.  
 He \_\_\_\_\_ (wear) jeans and a T – shirt.  
 He \_\_\_\_\_(not wear) any shoes.  
 A cat \_\_\_\_\_ ( sleep ) on a chair.  
 Jack \_\_\_\_\_ (play ) the guitar and he \_\_\_\_\_(read) a lot of books.  
 He \_\_\_\_\_ (like ) football – and he \_\_\_\_\_(eat)lots of chocolate.  
 He \_\_\_\_\_ (not like ) tidying his room !

3. Odd one out

swim	surf	kayak	football
volleyball	basketball	handball	football
football	gymnastics	hockey	rugby
horse riding	ice hockey	skiing	ice skating
like	tennis	badminton	golf
clean	polluted	safe	river
dangerous	read	watch	sleep
is	am	are	an
speak	song	play	swim
beach	lake	river	school
sandcastle	flip flops	sunglasses	park

## LESSON PLAN

Week: 18

Period: 72

Date of teaching: From 01/01 to 05/01/2024

# THE FIRST SEMESTER

Duyệt ngày 02/1/2024

Tổ trưởng



Huỳnh Thị Yến Trang

## LESSON PLAN

Week: 19

Period: 73

Date of teaching: From 15/01 to 19/01/2024

### UNIT 7: IT ISN'T COLD TODAY!

#### Lesson One - Words (page 54)

#### A. DESIRED OBJECTIVES

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

##### 1. Core competences

- Identify different types of weather.
- Understand a short story.

##### 2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about different types of weather.
- *Problem-solving and creativity:* find out their favorite type of weather.

##### 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:* rainy, windy, hot, cold, snowy, sunny
- *Extra vocabulary:* weather, like (prep), sun hat, quick, key, wet

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

#### C. RESOURCES AND MATERIALS

- Student book - page 54
- Audio tracks 73, 84 - 86
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Story poster 7
- Computer, projector, ....



\* **Values:** Be ready for different weather!

**D. LEARNING EXPERIENCES**

Teacher's activities	Students' activities
<p><b>WARM-UP/REVIEW (5 minutes)</b></p> <p><i>Aim: To motivate students and help students to remember structures and vocabulary from the previous lessons.</i></p>	
<p><b>* Warmer: Track 73</b></p> <ul style="list-style-type: none"> <li>- Sing <i>Are the monkeys climbing?</i> from page 46 to energize the class.</li> <li>- Hold up your book on page 44 to retell the story from the previous unit with the class. Ask <i>Where are the children? What animals can they see? What do the monkeys do?</i></li> </ul> <p><b>→Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can listen and answer the questions correctly and sing the song with actions confidently.</li> <li>- <i>Task completed:</i> Students can listen and answer the questions and sing along the recording.</li> <li>- <i>Task uncompleted:</i> Students are listen and answer the questions and sing along the recording.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing along to the song.</li> <li>- Listen to the teacher and answer the questions.</li> </ul>
<p><b>PRESENTATION (10 minutes)</b></p> <p><i>Aim: To help students identify different types of weather.</i></p>	
<p><b>* Lead-in:</b></p> <ul style="list-style-type: none"> <li>- Elicit the vocabulary, using weather flashcards. Hold them up one at a time and ask <i>What's the weather like?</i> Model any unknown words.</li> <li>- Mime the weather types, e.g., wipe your forehead for "hot"; stand under an imaginary umbrella for "raining".</li> <li>- Show the flashcards in a different order and repeat.</li> </ul> <p><b>* Listen and point. Repeat. (Track 84)</b></p>	<ul style="list-style-type: none"> <li>- Listen and answer the questions.</li> <li>- Look at the teacher carefully.</li> <li>- Look and repeat.</li> <li>- Look at the pictures.</li> </ul>

- Ask children to look at the pictures of the different kinds of weather.
- Play the first part of Track 84. Children listen and point to the pictures. Hold up the flashcards as appropriate.
- Play the second part of the recording, pausing after each word for children to repeat.
- Play the whole recording for children to listen, point, and then repeat the words.
- Hold up the flashcards in a random order and ask the class to say the words.

### **Differentiation**

- **Below level:** Put children in pairs or groups. Scramble the letters of the new words and write them on the board. Children work together to unscramble the words. They can use their books for support. You could make it a game by setting a time limit. The group that has unscrambled the most words when time is up is the winner.
- **At level:** Children complete the activity as suggested.
- **Above level:** Ask children to close their books. Place the flashcards in a row on the board. Above them, write blanks for the letters of each word. Call children to the board to write in the letters. Erase and repeat.

### **→Expected outcomes and assessment.**

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

- Listen and point to the appropriate picture.
- Repeat each word after you hear it.
- Listen, point, and repeat.
- Look and say the words.

### **PRACTICE (10 minutes)**

*Aim: To help students remember different types of weather and understand a short story.*

**\*Listen and chant. (Track 85)**

- Play Track 85 and teach the chant.
- Play the recording a second time for children to repeat the words.
- Children say the chant as a class, without the recording.

**→Expected outcomes and assessment.**

- *Task completed with excellence:* Students can chant and do the actions fluently in the front.
- *Task completed:* Students can chant and do the actions.
- *Task uncompleted:* Students are unable to chant and do the actions.

**\* Listen and read. (Track 86)**

- Draw attention to the story pictures.
- Talk about each frame with the class. Encourage predictions.
- Ask children to look at the story in their books. Play the video or the recording for them to watch or listen and point to the different speech bubbles as they hear the words.
- Ask comprehension questions, e.g. *What's the weather like at the beginning / middle / end of the story? Does Grandpa have the key? Who opens the door?*
- Ask children to look at the story again. They find and point to words from Exercise 1 (*sunny, cold, hot, windy, rainy*).

**→Expected outcomes and assessment.**

- *Task completed with excellence:* Students can **listen to the story**, point to the words and answer the questions correctly.
- *Task completed:* Students can **listen to the story** and point to the words with support from the teacher.
- *Task uncompleted:* Students are unable to **listen to the story** and point to the words with

- 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.
  
- Look at each frame and try to make predictions.
- Watch or listen to and follow along with the video or recording.
  
- Answer the questions.
  
- Look at the story again, find and point to words from Exercise 1 (*sunny, cold, hot, windy, rainy*).

support from the teacher.	
<b>PRODUCTION (10 minutes)</b> <i>Aim: To help students remember different types of weather vocabulary and improve students' integrated skills.</i>	
<p><b>* Game: Open the box.</b></p> <ul style="list-style-type: none"><li>- Show different boxes on the screen.</li><li>- Divide the class into groups.</li><li>- Ask students to choose one box and name the word behind that box.</li><li>- One score for the correct answer.</li></ul> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can talk about <b>different</b> types of weather <b>fluently</b>.</li><li>- <i>Task completed:</i> Students can identify <b>different</b> types of weather.</li><li>- <i>Task uncompleted:</i> Students are unable to identify <b>different</b> types of weather.</li></ul>	<ul style="list-style-type: none"><li>- Look at the boxes.</li><li>- Listen to the teacher.</li><li>- Work in groups to choose one box and name the word behind that box.</li></ul>

## LESSON PLAN

Week: 19

Period: 74

Date of teaching: From 15/01 to 19/01/2024

### UNIT 7: IT ISN'T COLD TODAY!

#### Lesson Two – Grammar – Period 1 (page 55)

#### A. DESIRED OBJECTIVES

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

##### 1. Core competences

- Ask and answer the question *What's the weather like?*
- Give affirmative commands.
- Ask for and give reasons.
- Act out the story.

##### 2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about different types of weather.
- *Problem-solving and creativity:* find out their favorite type of weather.

##### 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

- *Core:* What's the weather like? It's windy / rainy. Put on your coat. Why? Because it's hot.

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

#### C. RESOURCES AND MATERIALS

- Student book - page 55
- Audio tracks 86 - 87
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Story poster 7

- Computer, projector, ....

\* **Values:** Be ready for different weather!

#### D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<b>WARM-UP/REVIEW (5 minutes)</b> <i>Aim: To motivate students and help students to remember different types of weather words.</i>	
<p>* <b>Game: Where was it?</b></p> <ul style="list-style-type: none"><li>- Display flashcards (<i>the weather vocabulary from Lesson 1</i>) on the board.</li><li>- Give the class five seconds to look at the cards.</li><li>- Now turn all the cards over so children can no longer see them.</li><li>- Ask, e.g. <i>Where's snowing?</i> The children try to remember the position of the "snowing" flashcard.</li><li>- Give several children the opportunity to guess. Ask them to say the word before they point to the card.</li></ul> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can identify weather words correctly and confidently.</li><li>- <i>Task completed:</i> Students can identify weather words.</li><li>- <i>Task uncompleted:</i> Students are unable to identify weather words.</li></ul>	<ul style="list-style-type: none"><li>- Look at the flashcards and try to remember their positions.</li><li>- Guess where the flashcards are and say the word aloud before pointing to the cards.</li></ul>
<b>PRESENTATION (10 minutes)</b> <i>Aim: To help students act out the story, ask and answer the question What's the weather like?, give affirmative commands, ask for and give reasons.</i>	
<p>* <b>Lead-in:</b></p> <ul style="list-style-type: none"><li>- Ask children if they can remember what happened in the story.</li><li>- Hold up your book on page 54 to encourage ideas.</li><li>- Close your book and ask children which</li></ul>	<ul style="list-style-type: none"><li>- Remember what happened in the story.</li><li>- Open student book to page 54.</li><li>- Close the textbooks and tell the teacher different types of weather which were</li></ul>

different types of weather were mentioned in the story.

**\* Listen to the story and repeat. (Track 86)**

- Children turn to page 54. They check how well they remembered the story.
- Play Track 86, pausing for children to repeat.
- As a class, decide on actions for the story (see ideas below).
- Divide the class into groups of six to play the parts of Rosy, Tim, Billy, Grandma, Grandpa, and Mom.
- Children practice acting out the story in their groups. Ask a few groups to act out the story at the front.

**Story actions**

- **Picture 1:** Rosy reaches for her coat. Tim opens the door.
- **Picture 2:** Billy puts on his coat. Grandpa hands out hats to the children.
- **Picture 3:** Rosy holds onto her hat. Tim tries to catch his hat.
- **Picture 4:** Rosy holds out her hand to feel the rain. Billy and Tim put their coats on.
- **Picture 5:** Grandpa searches for the key in his pocket.
- **Picture 6:** Mom opens the door. Everyone runs in quickly.

**→ Expected outcomes and assessment.**

- *Task completed with excellence:* Students can act out the story in the front confidently and fluently.
- *Task completed:* Students can act out the story in groups.
- *Task uncompleted:* Students are unable to act out the story in groups.

**\* Listen and say. (Track 87)**

- Focus on the *Let's learn!* box. Ask *What*

mentioned in the story.

- Open student book to page 54.
- Listen to the recording and repeat.
- Look at the different actions that the characters do in the story.
- Think about these actions.
- Work in groups of six to play roles of Rosy, Tim, Billy, Grandma, Grandpa, and Mom.
- Practice acting out the story in groups.
- Come to the front to performance.

<p><i>can you see?</i></p> <ul style="list-style-type: none"> <li>- Play Track 87, pausing after each sentence for children to point to the picture and repeat.</li> <li>- Write the questions and sentences on the board. Replace the weather or clothes word in each sentence with blanks.</li> <li>- Ask children to suggest other words for the blanks, e.g. <i>What's the weather like? It's sunny. It's snowy. Put on your socks. Why? Because it's cold.</i></li> <li>- Say the new sentences for children to repeat.</li> </ul> <p><b>→Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say the sentence pattern correctly and fluently.</li> <li>- <i>Task completed:</i> Students can say the sentence pattern.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the sentence pattern.</li> </ul>	<ul style="list-style-type: none"> <li>- Look and ask the question.</li> <li>- Listen to the recording. Repeat each line.</li> <li>- Look at the teacher, ask and answer the questions.</li> <li>- Listen and repeat.</li> </ul>
<p><b>PRACTICE (10 minutes)</b></p> <p><i>Aim: To help students practice asking and answering the question <i>What's the weather like?</i>, giving affirmative commands, asking for and giving reasons.</i></p>	
<p><b>* Look and say.</b></p> <ul style="list-style-type: none"> <li>- Focus on the speech bubble. Ask a child to read it out loud and say which picture it refers to (picture 3).</li> <li>- In pairs, children take turns asking and answering the questions, making sentences for the other pictures.</li> </ul> <p><b>→Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can ask and answer the questions fluently in the front.</li> <li>- <i>Task completed:</i> Students can ask and answer the questions in pairs.</li> <li>- <i>Task uncompleted:</i> Students are unable to</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the speech bubble and read it out loud, then say which picture it refers to.</li> <li>- Work in pairs to practice asking and answering the questions, making sentences for the other pictures.</li> </ul>



ask and answer the questions in pairs.	
<b>PRODUCTION (10 minutes)</b> <i>Aim: To help students ask and answer the question What's the weather like?, give affirmative commands, ask for and give reasons.</i>	
<p><b>* Game: Hot seat.</b></p> <ul style="list-style-type: none"><li>- Ask children to work in groups.</li><li>- One student from each group comes to the front and stands facing their friends with the pictures behind. (<i>They cannot see the pictures</i>).</li><li>- Show a picture. The groups will look at the pictures and mime the meaning of the word for their groups' "hot seat" members to guess and then speak out loud the words as fast as possible.</li><li>- One score for the correct speaking.</li><li>- One more score for the more talking about the pictures. (<i>Give affirmative commands and give reasons.</i>)</li></ul> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can do the actions, ask, and answer the questions, give affirmative commands, and give reasons using vocabulary they have learnt so far fluently.</li><li>- <i>Task completed:</i> Students can do the actions, ask, and answer the questions, give affirmative commands, and give reasons using vocabulary they have learnt so far.</li><li>- <i>Task uncompleted:</i> Students are unable to do the actions, ask, and answer the questions, give affirmative commands, and give reasons using vocabulary they have learnt so far.</li></ul>	<ul style="list-style-type: none"><li>- Work in groups.</li><li>- Listen to the teacher's instructions carefully.</li><li>- The "hot seat" members look at their groups' actions and try to guess what the word is, then speak out loud the words as fast as possible.</li><li>- The rest of the groups look at the pictures and mime their meaning.</li></ul>

## LESSON PLAN

Week: 19

Period: 75

Date of teaching: From 15/01 to 19/01/2024

### UNIT 7: IT ISN'T COLD TODAY!

#### Lesson Two – Grammar – Period 2 (page 55)

#### A. DESIRED OBJECTIVES

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

##### 1. Core competences

- Give negative commands.
- Ask for and give reasons.

##### 2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about different types of weather.
- *Problem-solving and creativity*: find out their favorite type of weather.

##### 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

- *Core*:
  - *Don't put on your coat.*
  - *Why? Because it's hot.*

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

#### C. RESOURCES AND MATERIALS

- Student book - page 55
- Audio tracks 87
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector, ....

**D. LEARNING EXPERIENCES**

Teacher's activities	Students' activities
<p><b>WARM-UP/REVIEW (5 minutes)</b></p> <p><i>Aim: To motivate students and help students to remember how to ask and answer about the weather, give affirmative commands, ask for and give reasons.</i></p>	
<p><b>* Game: Concentration</b></p> <ul style="list-style-type: none"> <li>- Ask students to find the matched pairs of pictures cards (<i>One is a weather card and the other is an appropriate command.</i>)</li> <li>- One score for the correct matching and speaking description.</li> </ul> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can describe the picture cards correctly and confidently.</li> <li>- <i>Task completed:</i> Students can describe the picture cards.</li> <li>- <i>Task uncompleted:</i> Students are unable to describe the picture cards.</li> </ul>	<ul style="list-style-type: none"> <li>- Find the matched pairs of pictures cards.</li> <li>- Describe the picture cards "<i>It's sunny. Wear a hat because it's sunny and hot.</i>"</li> </ul>
<p><b>PRESENTATION (10 minutes)</b></p> <p><i>Aim: To help students understand how to give negative commands, ask for and give reasons.</i></p>	
<p><b>* Lead-in:</b></p> <ul style="list-style-type: none"> <li>- Ask children to look at the picture cards and give affirmative commands, then ask for and give reasons.</li> </ul> <p><b>* Listen and say. (Track 87)</b></p> <ul style="list-style-type: none"> <li>- Focus on the <i>Let's learn!</i> box. Ask <i>What can you see?</i></li> <li>- Play Track 87, pausing after each sentence for children to point to the picture and repeat.</li> <li>- Write the questions and sentences on the board. Replace the weather or clothes word in each sentence with blanks.</li> <li>- Ask children to suggest other words for the blanks, e.g. <i>Don't put on your boots.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Answer the questions.</li> <li>- Listen to the recording and repeat.</li> <li>- Work in groups of five to play roles of Amy, Holly, Max, Leo, and the monkey.</li> <li>- Look at the different actions that the characters do in the story.</li> <li>- Practice acting out the story in groups.</li> <li>- Come to the front to act for the class.</li> </ul>

<p><i>Because it's sunny.</i> Say the new sentences for children to repeat.</p> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can say the sentence pattern correctly and fluently.</li><li>- <i>Task completed:</i> Students can say the sentence pattern.</li><li>- <i>Task uncompleted:</i> Students are unable to say the sentence pattern.</li></ul>	
<p><b>PRACTICE (10 minutes)</b></p> <p><i>Aim: To help students practice giving negative commands, asking for and giving reasons.</i></p>	
<p><b>* Look and say.</b></p> <ul style="list-style-type: none"><li>- Focus on the speech bubble. Ask a child to read it out loud and say which picture it refers to (picture 3).</li><li>- In pairs, children take turns making sentences for the other pictures.</li></ul> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can complete the task, ask and answer the questions fluently in the front.</li><li>- <i>Task completed:</i> Students can complete the task, ask and answer the questions in pairs.</li><li>- <i>Task uncompleted:</i> Students are unable to complete the task, ask and answer the questions in pairs.</li></ul> <p><b>* Look and write.</b></p> <ul style="list-style-type: none"><li>- Focus on the first picture. Ask <i>What's the teacher saying?</i></li><li>- Point out the example.</li><li>- Look at the other pictures one at a time. Children choose the missing words and write them in their notebooks.</li></ul> <p><b>ANSWERS</b></p> <p>1 Open the window because it's hot.</p> <p>2 Don't wear a coat because it's sunny.</p>	<ul style="list-style-type: none"><li>- Listen and answer the question.</li><li>- Read it out loud and say which picture it refers to (picture 3).</li><li>- Work in pairs to take turns making sentences for the other pictures.</li></ul>

3 Don't open the window because it's rainy.

4 Wear a hat because it's cold.

**PRODUCTION (10 minutes)**

*Aim: To help students give negative commands, ask for and give reasons.*

**\* Guessing game**

- Ask students to draw pictures of weather and one object.
- Ask students to work in pairs, look at the pictures and make sentences.

Example: Pictures of sunny and a hat

- *Wear your hat because it's sunny and hot.*

**→ Expected outcomes and assessment.**

- *Task completed with excellence:* Students can draw pictures and make sentences describing them fluently and correctly.
- *Task completed:* Students can draw pictures and make sentences describing them.
- *Task uncompleted:* Students are unable to draw pictures and make sentences describing them.

- Draw pictures of weather and one object.
- Work in pairs, look at the pictures and make sentences.

## LESSON PLAN

Week: 19

Period: 76

Date of teaching: From 15/01 to 19/01/2024

### UNIT 7: IT ISN'T COLD TODAY!

#### Lesson Three - Song (page 56)

#### A. DESIRED OBJECTIVES

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

##### 1. Core competences

- Identify different weather activities.
- Use weather words in the context of a song.

##### 2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about different types of weather.
- *Problem-solving and creativity:* find out their favorite type of weather.

##### 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:* fly a kite, make a snowman, go outside
- *Extra:* high up, wear coats
- *Recycled:* weather words

##### 2. Skills: Listening and Speaking.

#### C. RESOURCES AND MATERIALS

- Student book - page 56
- Audio tracks 88-89
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards

## LEARNING EXPERIENCES

Teacher's activities	Students' activities
<p style="text-align: center;"><b>WARM-UP/REVIEW (5 minutes)</b></p> <p style="text-align: center;"><i>Aim: To motivate students and help students to revise different weather activities.</i></p>	
<p><b>* Word Chain</b></p> <ul style="list-style-type: none"><li>- Use the weather flashcards from the previous lesson to review the vocabulary.</li><li>- Place the flashcards on the board in a sequence, e.g. <i>hot, windy, snowing, raining, sunny</i>.</li><li>- Ask the class to say the first word in the sequence, <i>hot</i>, continue with the next word, <i>windy</i>.</li><li>- Continue with the class saying each word in the sequence in chorus.</li><li>- Remove one flashcard. The class repeats the sequence, including the missing word.</li><li>- Keep removing the flashcards until the class is saying the whole sequence from memory.</li></ul> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can say all different weather activities correctly and fluently.</li><li>- <i>Task completed:</i> Students can say different weather activities.</li><li>- <i>Task uncompleted:</i> Students are unable to say different weather activities.</li></ul>	<ul style="list-style-type: none"><li>- Answer the questions.</li><li>- Say the words in chorus.</li><li>- Repeat the sequence, including the missing words.</li></ul>
<p style="text-align: center;"><b>PRESENTATION (10 minutes)</b></p> <p style="text-align: center;"><i>Aim: To help students identify different weather activities.</i></p>	
<p><b>* Lead-in:</b></p> <ul style="list-style-type: none"><li>- Use the Weather activities flashcards to introduce the new vocabulary for the activities. Hold up the cards one at a time and say the phrases for children to repeat.</li></ul>	<ul style="list-style-type: none"><li>- Listen and repeat.</li></ul>

- Show the cards in a different order for children to repeat.

**\* Listen, point, and repeat. Track 88**

- Ask children to look at the pictures in their books. Play the first part of Track 88 for children to point to the pictures and say the phrases.
- Play the second part of the recording for children to repeat. Play the whole recording for children to listen and repeat.
- Hold up the Weather activities flashcards one at a time for individual children to say the phrases.
- Place the flashcards for the weather in a column down the left side of the board, and the flashcards for activities down the right side.
- Point to the first flashcard and ask the children, e.g. *What do you do when it's sunny?* The children answer using one of the activities on the right, e.g. *I go outside.*
- Ask children to think of any other activities they do to add to the right side, and ask the children to write them on the board.
- In pairs, children ask and answer, e.g. *What do you do when it's sunny?*

**→ Expected outcomes and assessment.**

- *Task completed with excellence:* Students can ask and answer questions about different weather activities correctly and fluently.
- *Task completed:* Students can ask and answer questions about different weather activities.
- *Task uncompleted:* Students are unable to ask and answer questions about different weather activities.

- Look and point to the pictures, then say the phrases.
- Listen and repeat.
- Look at the flashcards and say the phrases.
- Look at the flashcards and answer the questions.
- Think and write any of other activities you do on the board.
- Work in pairs to ask and answer the questions.

**PRACTICE (10 minutes)**

*Aim: To help students using weather words in the context of a song.*



**\* Listen and sing. Track 89**

- Point to the different scenes around the song, ask children to say what the weather is like and to name the activities.
- Ask them to predict what the song is about (*what you can do in different kinds of weather*).
- Play the whole Track 89 for children to listen.
- Then play it again as they follow the words in their books.
- Read each line of the song out loud 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 actions for the song (see below for suggestions).
- Practice the actions with the class.
- Play the recording. Children sing and do the actions.

**Song actions**

- *What's the weather like?* – sway from side to side.
- *Can we go outside today?* – point outside.
- *Because we want to play!* – put hands up in the air.
- *We fly our red kite* – mime holding ropes and looking up at kite.
- *Because it's windy today.* – fill cheeks with

- Look at the different scenes around the song and say what the weather is like and to name the activities.
- Predict what the song is about (*what you can do in different kinds of weather*).
- 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.

air and blow.

- *We all play outside* – point outside.
- *Because it's sunny today.* – imitate sun coming out placing one hand behind the other.
- *Don't forget your sun hat* – put on imaginary sun hat.
- *Because it's hot today.* – wipe imaginary sweat from forehead.
- *We make a snowman* – mime building a snowman. *Because it's snowy today.* – imitate snow falling with fingers.
- *We wear hats and gloves* – put on imaginary hat and gloves.
- *Because it's cold today.* – rub arms with opposite hands.

### **Differentiation**

- **Below level:** Play the song again. Tell children to clap when they hear the weather activities words, and stand and then sit down when they hear the weather words.
- **At level:** In groups, children think of new actions for the song lyrics. Play the song again for children to practice.
- **Above level:** Ask children to think of places (in their own country or around the world) where it is hot, cold, etc. Children write a few sentences about the place, its weather, and something you can do there, e.g. *In Bangkok, the weather is hot. We can play outside.*

### **→ Expected outcomes and assessment.**

- *Task completed with excellence:* Students can sing the song with actions in the front.
- *Task completed:* Students can sing the song with actions in groups.

<ul style="list-style-type: none"><li>- <i>Task uncompleted:</i> Students are unable to sing the song with actions in groups.</li></ul>	
<b>PRODUCTION (10 minutes)</b> <i>Aim: To help students use different weather activities.</i>	
<p><b>* Game: “New version for the song”</b></p> <ul style="list-style-type: none"><li>- Show the song with blanks.</li><li>- Ask the students to think of new words and use them to fill in the blanks.</li><li>- Put the students into small groups of four or five and ask them to do the task.</li><li>- Ask students to practice singing and doing the actions in groups.</li><li>- Praise students if they have done well.</li></ul> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can write the new version for the song creatively.</li><li>- <i>Task completed:</i> Students can fill in the blanks to create the new version for the song.</li><li>- <i>Task uncompleted:</i> Students are unable to fill in the blanks to create the new version for the song.</li></ul>	<ul style="list-style-type: none"><li>- Look at the song with blanks.</li><li>- Think about the blanks.</li><li>- Work in groups to do the task.</li><li>- Practice singing and doing the actions in groups.</li><li>- Sing and do in the front.</li></ul>

Duyệt ngày 02/1/2024

Tổ trưởng



Huỳnh Thị Yến Trang

## LESSON PLAN

Week: 20

Period: 77

Date of teaching: From 22/01 to 26/01/2024

### UNIT 7: IT ISN'T COLD TODAY!

#### Lesson Four - Phonics (page 57)

#### A. DESIRED OBJECTIVES

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

##### 1. Core competences

- Recognize the sounds /ŋ/ and /ʒ/ in words.
- Identify the clusters *-ng*, *-sure*, and *-sion* at the end of words and associate them with the sounds /ŋ/ and /ʒ/.
- Match rhyming words.

##### 2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about different types of weather.
- *Problem-solving and creativity:* find out their favorite type of weather.

##### 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:* ring, bang, long, treasure, measure, explosion
- *Extra:* swing, strong, sing, song

##### 2. Skills: Listening and Speaking.

#### C. RESOURCES AND MATERIALS

- Student book - page 57
- Audio tracks 89, 90-92
- Teacher's Guide
- Website *sachso.edu.vn*
- Phonics cards

- Computer, projector, ....

#### D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<b>WARM-UP/REVIEW (5 minutes)</b> <i>Aim: To motivate students and help students to remember the different sounds and letters they learnt from the previous lessons.</i>	
<p><b>* Warmer</b></p> <ul style="list-style-type: none"><li>- Sing <i>What's the weather like today?</i> from page 56 and do the actions.</li></ul> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can say all the sounds they learnt from the previous phonics lesson correctly.</li><li>- <i>Task completed:</i> Students can remember the sounds they learnt from the previous phonics lesson.</li><li>- <i>Task uncompleted:</i> Students are unable to remember the sounds they learnt from the previous phonics lesson.</li></ul>	<ul style="list-style-type: none"><li>- Remember the sounds they looked at in their last phonics lesson (/w/ and /ks/).</li><li>- Listen, sing along and do the actions.</li></ul>
<b>PRESENTATION (10 minutes)</b> <i>Aim: To help recognize the sounds /ŋ/ and /ʒ/ in words and identify the clusters -ng, -sure, and -sion at the end of words and associate them with the sounds /ŋ/ and /ʒ/.</i>	
<p><b>* Lead-in:</b></p> <ul style="list-style-type: none"><li>- Hold up the <i>ring, bang</i> and <i>long</i> phonics cards, saying the words for the class to repeat. Then repeat with the <i>treasure, measure, explosion</i> phonics cards.</li><li>- Ask children what they think today's letters are (-ng, -sure, and -sion) and what sounds they make.</li></ul> <p><b>* Listen, point, and repeat. Track 90</b></p> <ul style="list-style-type: none"><li>- Ask children to look at the words in their books.</li><li>- Play Track 90 for children to listen and</li></ul>	<ul style="list-style-type: none"><li>- Look at the cards, listen and repeat.</li><li>- Listen and answer the teacher's questions.</li><li>- Look at the words in their books.</li><li>- Listen and point to the words.</li><li>- <b>Listen and repeat the</b> sounds and words in chorus.</li></ul>

<p>point to the words.</p> <ul style="list-style-type: none"><li>- Play the recording for children to repeat the letter sounds and words in chorus.</li></ul> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can <b>listen, point and repeat the words confidently.</b></li><li>- <i>Task completed:</i> Students can <b>listen, point and repeat the words chorally.</b></li><li>- <i>Task uncompleted:</i> Students are unable to <b>listen, point and repeat the words chorally.</b></li></ul>	
<p><b>PRACTICE (10 minutes)</b></p> <p><i>Aim: To help students pronounce the sounds /η/ and /ʒ/, the clusters -ng, -sure, and -sion at the end of words and associate them with the sounds /η/ and /ʒ/.</i></p>	
<p><b>* Listen and chant. Track 91</b></p> <ul style="list-style-type: none"><li>- Ask children to look at the pictures. Ask <i>What can you see?</i></li><li>- Play Track 91 for children to listen to the chant.</li><li>- Put the phonics cards around the room.</li><li>- Play the recording for children to point to the cards.</li><li>- Play the recording again and ask children to chant along with actions in groups and in the front.</li></ul> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can <b>listen to the chant and chant with actions confidently.</b></li><li>- <i>Task completed:</i> Students can <b>listen to the chant, chant along the recording.</b></li><li>- <i>Task uncompleted:</i> Students are unable to <b>listen to the chant, chant along the recording.</b></li></ul> <p><b>* Read the chant again. Say the words with -ng, -sion and -sure. Write.</b></p>	<ul style="list-style-type: none"><li>- <b>Look at the picture and answer the question.</b></li><li>- Listen to the chant.</li><li>- Listen again and point to the correct cards.</li> <li>- Listen again and chant along with actions in groups and in the front.</li>  <li>- Look at the chant and the first line on the board.</li></ul>

- Focus on the chant. Write the first line on the board.
- Ask a child to find a word with one of the three sounds (*measure*). They circle it and say it.
- Children read the chant silently and only say the words with *-ng*, *-sion*, and *-sure* out loud.
- Children write the *-ng*, *-sion*, and *-sure* words in their notebooks.

**Answers**

measure treasure swing strong bang explosion  
sing song

**→ Expected outcomes and assessment.**

- *Task completed with excellence:* Students can chant with actions and find words with one of the three sounds, *-ng*, *-sion*, and *-sure*, **correctly and fluently**.
- *Task completed:* Students can chant with actions and find words with one of the three sounds, *-ng*, *-sion*, and *-sure*.
- *Task uncompleted:* Students are unable to chant with actions and find words with one of the three sounds, *-ng*, *-sion*, and *-sure*.

**\* Listen and complete the words. Track 92**

- Ask children to look at the pictures and the beginning of the words. Show the example.
- Ask the children to complete the words with their pencils.

**Answers**

1 measure

2 ring

3 long

4 explosion

- Find a word with one of the three sounds (*measure*), circle it and say it aloud.
- Read the chant silently and only say the words with *-ng*, *-sion*, and *-sure* out loud.
- Write the *-ng*, *-sion*, and *-sure* words in your notebooks.

- Look at the pictures and the beginning of the words.
- Complete the words with your pencils individually.
- Share your answers with your partner. Say the words in pairs.
- Peer-check with friends and the teacher.

5 bang

6 treasure

**Differentiation**

- **Below level:** Drill each sound again. Ask children to point to each picture and say the word. Children then do the exercise themselves.
- **At level:** Children complete the activity as suggested.
- **Above level:** After children have completed the activity, they work in pairs and take turns practicing the sounds: one of them says a number, and the other says the word, taking care to pronounce the new sound correctly.

**→ Expected outcomes and assessment.**

- *Task completed with excellence:* Students can complete the task as suggested confidently and then share their new words to their friends.
- *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.

**PRODUCTION (10 minutes)**

*Aim: To help students talk about the pictures.*

**\* Let's talk**

- Ask children to look at the picture and speech bubble.
- Say *I'm looking for treasure.*
- Ask a child to read the sentence.
- In pairs, children take turns saying a line from the chant with the correct sounds.

**→ Expected outcomes and assessment.**

- Look at the picture and speech bubble.
- Listen to the teacher.
- Raise hands to read the sentence individually.
- In pairs, take turns saying a line from the chant with the correct sounds.



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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can say the sentences correctly and fluently, using the words they have learnt so far.</li><li>- <i>Task completed:</i> Students can say the sentences, using other vocabulary words on the page.</li><li>- <i>Task uncompleted:</i> Students are unable to say the sentences, using other vocabulary words on the page.</li></ul> |  |
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## LESSON PLAN

Week: 20

Period: 78

Date of teaching: From 22/01 to 26/01/2024

### UNIT 7: IT ISN'T COLD TODAY!

#### Lesson Five - Skills Time! (page 58)

#### A. DESIRED OBJECTIVES

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

##### 1. Core competences

- Read and understand a weather report.
- Match images with text.

##### 2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about different types of weather.
- *Problem-solving and creativity:* find out their favorite type of weather.

##### 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 structures seen previously.
- *Extra vocabulary:* practice

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

#### C. RESOURCES AND MATERIALS

- Student book - page 58
- Audio tracks 89, 93
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector, ....

#### D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<p><b>WARM-UP/REVIEW (5 minutes)</b></p> <p><i>Aim: To motivate students and help students to review different types of weather.</i></p>	
<p><b>* Song: What's the weather like today?</b></p> <ul style="list-style-type: none"> <li>- Sing <i>What's the weather like today?</i> from page 56 to energize the class.</li> </ul> <p><b>* Game: Bingo</b></p> <ul style="list-style-type: none"> <li>- Write the following words on the board: <i>raining, windy, hot, snowing, sunny, white, bike, kite, line, snowman, hat, coat, outside, park, weather, fun.</i></li> <li>- Have children make a four-by-four grid on a piece of paper.</li> <li>- Demonstrate how to fill in the grid with the words, writing them in random order.</li> <li>- Call out words from the board 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 four, shouts <i>Bingo!</i></li> </ul> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"> <li>- <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.</li> <li>- <i>Task completed:</i> Students can identify the weather words.</li> <li>- <i>Task uncompleted:</i> Students are unable to identify the weather words.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher's instructions.</li> <li>- Look at the words on the board.</li> <li>- Make a four-by-four grid on a piece of paper.</li> <li>- Look at the teacher carefully.</li> <li>- Cross off the words in your grids as you hear them. The first child to complete a line of four, shouts <i>Bingo!</i></li> </ul>
<p><b>PRESENTATION (10 minutes)</b></p> <p><i>Aim: To help students read and understand information about a weather report.</i></p>	
<p><b>* Lead-in</b></p> <ul style="list-style-type: none"> <li>- Ask <i>What's the weather like today?</i></li> </ul>	<ul style="list-style-type: none"> <li>- Predict the weather for this evening / tomorrow /</li> </ul>

<p>Ask children to predict the weather for this evening / tomorrow / next weekend.</p> <ul style="list-style-type: none"><li>- Write the weather types on the board as children suggest them.</li><li>- Ask children to look at the pictures on page 58. Encourage them to make guesses about what they are going to read, e.g. <i>It's about the weather. The man is on TV.</i></li></ul> <p><b>* Look at the pictures. What is the weather like?</b></p> <ul style="list-style-type: none"><li>- Ask children to look at the pictures again. Ask them to name the different types of weather they can see.</li><li>- In pairs, children take turns pointing to the different pictures and saying what the weather is like.</li></ul> <p><b><u>Answers</u></b></p> <p>cold, sunny, hot, windy, rainy</p> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can understand the text and answer the questions correctly and fluently.</li><li>- <i>Task completed:</i> Students can understand the text and answer the questions with support from the teacher.</li><li>- <i>Task uncompleted:</i> Students are unable to understand the text and answer the questions with support from the teacher.</li></ul>	<p>next weekend.</p> <ul style="list-style-type: none"><li>- Suggest the weather types for the teacher write them on the board.</li><li>- Look at the pictures and make guesses about what you are going to read, e.g. <i>It's about the weather. The man is on TV.</i></li><li>- Look at the pictures again and name the different types of weather you can see.</li><li>- In pairs, take turns pointing to the different pictures and saying what the weather is like.</li></ul>
<p><b>PRACTICE (10 minutes)</b></p> <p><i>Aim: To help students match images with text.</i></p>	
<p><b>* Listen and read. Track 93</b></p> <ul style="list-style-type: none"><li>- Play Track 93 for children to listen and read.</li></ul>	<ul style="list-style-type: none"><li>- Listen to the recording and follow along with your fingers.</li></ul>

- Play the recording a second time.
- Ask comprehension questions, e.g. *What's the weather like in the morning / afternoon? What clothes do you need in the morning / evening? What can you do in the afternoon?*

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can understand the text and answer all the questions correctly.
- *Task completed:* Students can listen and follow the text.
- *Task uncompleted:* Students are unable to listen and follow the text.

\* **Read again. Match.**

- Focus on the pictures and ask the children to say what the weather is like in each of them.
- Ask a child to read the first sentence. Ask them to look at the pictures again and choose one that shows weather you need a scarf for.
- Show the example answer.
- Ask children to read the other sentences and write the letters.

**Answers**

1 b 2 c 3 d 4 a

**Differentiation**

- **Below level:** Tell children you are going to read some sentences. When they hear a time, they hold up their fingers to show what time it is. When they hear the weather, they do an action. Decide on actions together, or use the ones from Lesson 3. Read these sentences: *It's seven o'clock in the evening. It's rainy outside. / It's five o'clock in the morning. It's snowy! / It's two o'clock in the afternoon. It's hot. / It's ten o'clock at night. It's cold.*

- Listen to the recording again and think about the questions.
- Raise their hand when they know the answers.

- Look at the pictures and say what the weather is like in each of them.
- Read the first sentence, look at the pictures again and choose one that shows weather you need a scarf for.
- Look at the example carefully.
- Read the other sentences and write the letters individually.
- Listen and say aloud the answers.

- **At level:** Make a weather chart. Draw a chart with three columns on the board, and write times of day at the top of each column. Give each child a sheet of paper and colored pencils. Ask them to copy the chart and to draw a picture for the weather in each column. Children talk about their charts in pairs, e.g. *It's rainy at six o'clock.*
- **Above level:** Do the "at level" activity, but ask children to make five columns and write a sentence for each one, e.g. *It's eight o'clock in the morning. It's sunny.* If time permits, put children in pairs talking about their charts.

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can complete the task individually.
- *Task completed:* Students can complete the task in pairs/groups.
- *Task uncompleted:* Students are unable to complete the task with support from the teacher.

**PRODUCTION (10 minutes)**

*Aim: To help students think and talk about their favorite weather.*

**\* What's your favorite weather? Why?**

- Ask individuals which weather they like and why.
- Encourage them to ask other children questions.

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can think and talk about their favorite weather confidently in the front.
- *Task completed:* Students can think and talk about their favorite weather in

- Think about the weather you like and why.
- Listen to the teacher's demo.
- **Work in pairs to talk about** your favorite weather and why.
- Talk in front of the class.

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<p>pairs.</p> <ul style="list-style-type: none"><li>- <i>Task uncompleted:</i> Students are unable to think and talk about their favorite weather in pairs.</li></ul>	
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## LESSON PLAN

Week: 20

Period: 79

Date of teaching: From 22/01 to 26/01/2024

### UNIT 7: IT ISN'T COLD TODAY!

#### Lesson Six - Skills Time! – Period 1 (page 59)

#### A. DESIRED OBJECTIVES

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

##### 1. Core competences

##### Listening

- Identify types of weather from a report.

##### Speaking

- Give commands and reasons.

##### 2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about different types of weather.
- *Problem-solving and creativity:* find out their favorite type of weather.

##### 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 59
- Audio tracks 89, 94
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards



- Computer, projector, ....

## E. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<b>WARM-UP/REVIEW (5 minutes)</b> <i>Aim: To motivate students and help students to remember different types of weather.</i>	
<p><b>* Song: What's the weather like today?</b></p> <p><b>* Game: Musical cards</b></p> <ul style="list-style-type: none"><li>- Use flashcards related to weather and weather activities.</li><li>- Play the song <i>What's the weather like today?</i> from page 52 (Track 87).</li><li>- Hand out the flashcards to different children around the class. They pass the cards to the children next to them while the music is playing. Stop the music suddenly. Ask the children who are holding the flashcards, <i>What's this?</i> to elicit the words.</li><li>- Play the music again and repeat the activity.</li></ul> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can sing with actions confidently and answer the questions correctly and fluently.</li><li>- <i>Task completed:</i> Students can sing along the recording and answer the questions.</li><li>- <i>Task uncompleted:</i> Students are unable to sing along the recording and answer the questions.</li></ul>	<ul style="list-style-type: none"><li>- Sing along with actions.</li><li>- Look at the flashcards.</li><li>- Listen to the song.</li><li>- Pass the cards to the friend next to you while the music is playing.</li><li>- When the music stops, the child holding the flashcard will answer the question.</li></ul>
<b>PRACTICE (20 minutes)</b> <i>Aim: To help students listen, identify different types of weather from a report and give commands and reasons.</i>	
<p><b>* Lead-in:</b></p> <ul style="list-style-type: none"><li>- Ask children what they can remember about the weather report in the</li></ul>	<ul style="list-style-type: none"><li>- <b>Answer the questions.</b></li></ul>

previous lesson.

- Focus on the pictures in Exercise 1 and identify the weather. Ask them to predict what they are going to hear.

**\* Listen and circle *a* or *b*. Track 94**

- Tell children that they are going to hear a weather report for different days of the week. Explain that they need to circle the weather the presenter is describing (*a* or *b*).
- Play Track 94 for children to listen and point to the different types of weather as they hear them described.
- Play the recording again, stopping after the first item.
- Elicit *a* or *b*. The children circle the letter *a* or *b* with their pencils.
- Continue the recording, pausing for children to do the task.

**Answers 1 b 2 b 3 b 4 a**

**→ 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.

**\* Point, ask, and answer.**

- Ask children to look at the pictures and say what the weather is like in each one.
- Focus attention on the speech bubbles. Ask a child to stand up. Read the first sentence for the child to ask *Why?*
- Read the *because* sentence. Read the dialogue again with the child for the

- Predict what you are going to hear.

- Listen to the instructions carefully.

- Listen to the recording and point to the different types of weather as you hear them described.

- Listen again and focus on the first item.

- Circle the letter *a* or *b* with your pencils.

- Continue listening to the recording and circle *a* or *b*.

- Peer-check answers with friends.

- Check the answers with the teacher.

- Look at the pictures and say what the weather is like in each one.

- Look at the speech bubbles. Raise hands to stand up, listen to the teacher and ask the question *Why?*

- Listen to the teacher and repeat.

- Work in pairs to take turns making dialogues about the actions and weather on different days of the

<p>class to repeat.</p> <ul style="list-style-type: none"><li>- In pairs, the children make dialogues about the actions and weather on different days of the week.</li></ul> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can make dialogues about the actions and weather on different days of the week fluently in the front.</li><li>- <i>Task completed:</i> Students can make dialogues about the actions and weather on different days of the week in pairs.</li><li>- <i>Task uncompleted:</i> Students are unable to make dialogues about the actions and weather on different days of the week in pairs.</li></ul>	<p>week.</p> <ul style="list-style-type: none"><li>- Some of the pairs perform in the front.</li></ul>
<p><b>PRODUCTION (10 minutes)</b></p> <p><i>Aim: To help students give commands and reasons.</i></p>	
<p>* <b>Complete the sentences.</b></p> <ul style="list-style-type: none"><li>- Show the sentences. Read them out loud and elicit the meaning. Show the words in the box and ask which is the best one to complete the sentence (<i>water</i>).</li><li>- Ask the class to write the full sentences in their notebooks.</li></ul> <p><u>Answers</u> <b>1</b> water <b>2</b> gloves <b>3</b> kite</p> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can say the complete commands and give reasons fluently in the front.</li><li>- <i>Task completed:</i> Students can say the complete commands and give reasons in pairs.</li><li>- <i>Task uncompleted:</i> Students are unable to say the complete commands and give reasons in pairs.</li></ul>	<ul style="list-style-type: none"><li>- Look at the sentences and think about the blanks.</li><li>- In pairs, take turns say the complete commands and give reasons.</li><li>- Write the full sentences individually.</li><li>- Peer-check answers in pairs.</li><li>- Volunteer to talk in the front.</li></ul>



## LESSON PLAN

Week: 20

Period: 80

Date of teaching: From 22/01 to 26/01/2024

### UNIT 7: IT ISN'T COLD TODAY!

#### Lesson Six - Skills Time! – Period 2 (page 59)

#### A. DESIRED OBJECTIVES

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

##### 1. Core competences

##### Speaking

- Give commands and reasons.
- Talk about the weather.

##### Writing

- Write about the weather.

##### 2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about different types of weather.
- *Problem-solving and creativity:* find out their favorite type of weather.

##### 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 59
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector, ....

**F. LEARNING EXPERIENCES**

Teacher's activities	Students' activities
<p><b>WARM-UP/REVIEW (10 minutes)</b></p> <p><i>Aim: To motivate students and help students give commands and reasons.</i></p>	
<p><b>* Game: Look and say.</b></p> <ul style="list-style-type: none"> <li>- Show pictures on the board.</li> <li>- Ask children to give commands and reasons for each picture.</li> </ul> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can give commands and reasons fluently and correctly.</li> <li>- <i>Task completed:</i> Students can give commands and reasons.</li> <li>- <i>Task uncompleted:</i> Students are unable to give commands and reasons,</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the pictures on the board.</li> <li>- Compete to choose a picture, give affirmative or negative commands and reasons.</li> </ul>
<p><b>PRACTICE (20 minutes)</b></p> <p><i>Aim: To help students write about the weather.</i></p>	
<p><b>* Write a weather report for today. Look at page 58 to help you.</b></p> <ul style="list-style-type: none"> <li>- Tell the children that they are going to write a weather report for today.</li> <li>- Show the example and elicit what information they need to include (advice on what to wear and the reason for the advice).</li> <li>- Ask them to think about what the weather is like today and the best clothes for it.</li> <li>- Ask them to write their weather report in their notebooks.</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• <b>Below level:</b> Ask the class what the weather is like today and brainstorm items of clothing that are appropriate for that weather. Put children into pairs</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher carefully.</li> <li>- Look at the example.</li> <li>- Think about what the weather is like today and the best clothes for it.</li> <li>- Write their weather report in your notebooks individually.</li> </ul>

<p>to write up their weather report.</p> <ul style="list-style-type: none"><li>• <b>At level:</b> Children complete the activity as suggested.</li><li>• <b>Above level:</b> Ask the children to include advice of what to wear and also of what not to wear in today's weather.</li></ul> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can write about the weather appropriately and confidently.</li><li>- <i>Task completed:</i> Students can write about the weather with support from the teacher.</li><li>- <i>Task uncompleted:</i> Students are unable to write about the weather with support from the teacher.</li></ul>	
<p><b>PRODUCTION (5 minutes)</b></p> <p><i>Aim: To help students talk about their weather report.</i></p>	
<p><b>* Talk about the weather report</b></p> <ul style="list-style-type: none"><li>- Ask the children to talk about the weather report in groups.</li></ul> <p>→ <b>Expected outcomes and assessment</b></p> <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can talk about their weather report fluently in the front.</li><li>- <i>Task completed:</i> Students can talk about their weather report in groups.</li><li>- <i>Task uncompleted:</i> Students are unable to talk about their weather report in groups.</li></ul>	<ul style="list-style-type: none"><li>- Work in groups, talk about your weather report.</li><li>- Some volunteers come to the front and talk about their weather report.</li></ul>

## LESSON PLAN

Week: 21

Period: 81

Date of teaching: From 29/01 to 02/02/2024

### UNIT 8: LET'S BUY PRESENTS!

#### Lesson One - Words (page 60)

#### A. DESIRED OBJECTIVES

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

##### 1. Core competences

- Identify different party objects.
- Understand a short story.

##### 2. General competences

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

##### 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:* candy, balloon, present, candle
- *Extra vocabulary:* birthday, tomorrow, asleep, someone

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

#### C. RESOURCES AND MATERIALS

- Student book - page 60
- Audio tracks 89, 95 - 97
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Story poster 8
- Computer, projector, ....



\* **Values:** Be good at the party!

## G. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<b>WARM-UP/REVIEW (5 minutes)</b> <i>Aim: To motivate students and help students to remember structures and vocabulary from the previous lessons.</i>	
<p><b>* Warmer: Track 89</b></p> <ul style="list-style-type: none"><li>- Sing What the weather like today? song from page 56 to energize the class.</li><li>- Hold up your book – Unit 7 - to retell the story from the previous unit with the class. Ask <i>What's the weather like at first? What's it like later?</i></li></ul> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can listen and answer the questions correctly and sing the song with actions confidently.</li><li>- <i>Task completed:</i> Students can listen and answer the questions and sing along the recording.</li><li>- <i>Task uncompleted:</i> Students are listen and answer the questions and sing along the recording.</li></ul>	<ul style="list-style-type: none"><li>- Sing along to the song.</li><li>- Listen to the teacher and answer the questions.</li></ul>
<b>PRESENTATION (10 minutes)</b> <i>Aim: To help students identify different party objects.</i>	
<p><b>*Lead-in:</b></p> <ul style="list-style-type: none"><li>- Draw a picture of a big box with a ribbon on the board.</li><li>- Ask <i>What is it? (a present). When do we give presents? (birthday, Tet, Teachers' Day, etc.).</i></li><li>- Ask <i>What other things do we have at parties?</i> Write the ideas on the board around the present.</li><li>- Use the flashcards to elicit the vocabulary for this lesson (or use real objects if you have them). Hold them up one at a time for children</li></ul>	<ul style="list-style-type: none"><li>- Listen and answer the questions.</li><li>- Look at the teacher carefully.</li> <li>- Look at the flashcards or real objects.</li><li>- Say the words.</li></ul>

<p>to say the words. Model any unknown words.</p> <ul style="list-style-type: none"> <li>- Hold the flashcards up in a different order and repeat.</li> </ul> <p><b>* Listen and point. Repeat. (Track 95)</b></p> <ul style="list-style-type: none"> <li>- Ask children to look at the pictures of the different party objects. Play the first part of the recording. Children listen and point to the picture or object. Hold up the flashcard or object as each word is said.</li> <li>- Play the second part for children to repeat.</li> <li>- Play the whole recording. Children listen and point. Then repeat the words.</li> <li>- Put the flashcards on the board in a sequence, e.g. <i>balloon, candle, present, candy</i> for the children to say the words in order.</li> <li>- Remove one flashcard. The class repeats the sequence, including the missing word. Remove one more flashcard each time, until children are saying the whole sequence from memory.</li> </ul> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can point and say the words correctly and fluently.</li> <li>- <i>Task completed:</i> Students can point and say the words.</li> <li>- <i>Task uncompleted:</i> Students are unable to point and say the words.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the pictures.</li> <li>- Listen and point to the appropriate picture.</li> <li>- Listen, point and repeat.</li> <li>- Look and say the words.</li> </ul>
<p><b>PRACTICE (10 minutes)</b></p> <p><i>Aim: To help students remember different party objects and understand a short story.</i></p>	
<p><b>*Listen and chant. (Track 96)</b></p> <ul style="list-style-type: none"> <li>- Play the recording and teach the chant.</li> <li>- Play the chant a second time. Children repeat the words in the pauses in the chant.</li> <li>- Children say the chant as a class, without the recording.</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• <b>Below level:</b> Ask four children to come to the front. Give flashcards to each of them, or</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the chant.</li> <li>- Listen to the chant again to repeat the words and phrases in pauses in the chant.</li> <li>- Say the chant as a class, without the recording.</li> <li>- Listen and say the chant with the actions.</li> </ul>

use real objects. Play the chant. When a child's object is mentioned, they hold it or the flashcard up and wave.

- **At level:** Play *What's missing?* (see Games bank) with the flashcards, or use real objects.
- **Above level:** Ask children to close their books. Scramble the letters of each word on the board. Call children to the board to unscramble the words.

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can chant and do the actions fluently in the front.
- *Task completed:* Students can chant and do the actions.
- *Task uncompleted:* Students are unable to chant and do the actions.

\* **Listen and read. (Track 97)**

- Draw attention to the story pictures. Talk about each frame with the class. Encourage predictions.
- Ask children to look at the story in their books. Play the video or the recording for them to watch or listen and point to the different speech bubbles as they hear the words.
- Ask comprehension questions, e.g. *Whose birthday is it? What does Billy like? Who is in the living room?*
- Ask children to look at the story again. They find and point to words from Exercise 1.

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can **listen to the story**, point to the words and answer the questions correctly.
- *Task completed:* Students can **listen to the story** and point to the words with support from the teacher.
- *Task uncompleted:* Students are unable to **listen to the story** and point to the words with

- Look at each frame and try to make predictions.
- Watch or listen to and follow along with the video or recording.
- Answer the questions.
- Look at the story again, find and point to words from Exercise 1.

support from the teacher.	
<b>PRODUCTION (10 minutes)</b> <i>Aim: To help students remember different party object vocabulary and improve students' integrated skills.</i>	
<p><b>*Game: Read and choose a, b, c or d!</b></p> <ul style="list-style-type: none"><li>- Show some sentences and four answer choices on the board.</li><li>- Children read the sentences and choose the best answer. Then read the word aloud in the front.</li></ul> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can identify and pronounce the words <b>fluently</b>.</li><li>- <i>Task completed:</i> Students can identify and pronounce the words.</li><li>- <i>Task uncompleted:</i> Students are unable to identify and pronounce the words.</li></ul>	<ul style="list-style-type: none"><li>- Look, read and choose the best answer.</li><li>- Read these words loudly.</li></ul>

Duyệt ngày 02/1/2024

Tổ trưởng



Huỳnh Thị Yến Trang

## LESSON PLAN

Week: 21

Period: 82

Date of teaching: From 29/01 to 02/02/2024

### UNIT 8: LET'S BUY PRESENTS!

#### Lesson Two – Grammar – Period 1 (page 61)

#### A. DESIRED OBJECTIVES

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

##### 1. Core competences

- Say what someone likes and why.
- Act out the story.

##### 2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about different types of party objects.
- *Problem-solving and creativity:* find out their favorite type of party objects.

##### 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

- *Core:*
  - We like/don't like balloons.
  - They like balloons.
  - He likes/doesn't like this candy because it's red.

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

#### C. RESOURCES AND MATERIALS

- Student book - page 61
- Audio tracks 97 - 98
- Teacher's Guide
- Website *sachso.edu.vn*

Family & Friends National Edition 4

- Flashcards
- Story poster 8
- Computer, projector, ....

\* **Values:** Be good at the party!

**D. LEARNING EXPERIENCES**

Teacher's activities	Students' activities
<b>WARM-UP/REVIEW (5 minutes)</b> <i>Aim: To motivate students and help students to remember different types of party objects.</i>	
<p><b>* Game: What's missing?</b></p> <ul style="list-style-type: none"><li>- Display the flashcards from the vocabulary set on the board.</li><li>- Point to each one, one at a time, for children to say the words. Give the class a few seconds to look at them all.</li><li>- Ask children to close their eyes and put their heads down.</li><li>- Remove a card and rearrange the others. Ask <i>What's missing?</i></li><li>- Repeat the activity to review all the vocabulary.</li></ul> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can identify party object words correctly and confidently.</li><li>- <i>Task completed:</i> Students can identify party object words.</li><li>- <i>Task uncompleted:</i> Students are unable to identify party object words.</li></ul>	<ul style="list-style-type: none"><li>- Look at the flashcards.</li><li>- Close your eyes.</li><li>- Open your eyes and guess what flashcard is missing.</li><li>- Say the words.</li></ul>
<b>PRESENTATION (10 minutes)</b> <i>Aim: To help students identify what someone likes and why.</i>	
<p><b>*Lead-in:</b></p> <ul style="list-style-type: none"><li>- Retell the story. Ask children which party objects were mentioned in the story.</li></ul> <p><b>*Listen to the story and repeat. (Track 97)</b></p> <ul style="list-style-type: none"><li>- Show the story on page 60 for children to</li></ul>	<ul style="list-style-type: none"><li>- Answer the questions.</li></ul>

check their answers. Play Track 97, pausing for children to repeat.

- As a class, decide on the story actions (see ideas below).
- Divide the class into groups of five to play Rosy, Tim, Billy, Mom, and Dad.
- Groups practice acting out the story.
- Ask groups to act out the story at the front.

**Story actions**

- **Picture 1:** Mom and Tim look around the toy store. Rosy points to the toys on the shelf.
- **Picture 2:** Tim picks up a bag of balloons. Mom waves her finger to say *no*. Billy mimes crying when a balloon bursts.
- **Picture 3:** Tim points to the candy. Mom and Rosy smile and nod.
- **Picture 4:** Rosy and Mom put the presents on the table.
- **Picture 5:** Rosy shakes Mom and Dad to wake them up.
- **Picture 6:** Billy unwraps his presents. The family is shocked.

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can act out the story in the front confidently and fluently.
- *Task completed:* Students can act out the story in groups.
- *Task uncompleted:* Students are unable to act out the story in groups.

\* **Listen and say. (Track 98)**

- Focus on the *Let's learn!* box. Ask *What can you see?*
- Play Track 98, pausing for children to point and repeat.

➤ *We like/don't like balloons.*

- Listen to the recording and repeat.
- Work in groups of five to play roles of Rosy, Tim, Billy, Mom, and Dad.
- Look at the different actions that the characters do in the story.
- Practice acting out the story in groups.
- Come to the front to act for the class.

- Look and ask the question.
- Listen to the recording.
- Repeat each line.

<p>➤ They like balloons.</p> <p>➤ He likes/doesn't like this candy because it's red.</p> <ul style="list-style-type: none"><li>- Play the recording again for children to repeat.</li><li>- Write the target patterns on the board. Replace the word in each sentence with flashcards to elicit new sentences.</li><li>- Children repeat.</li></ul> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can say the sentence pattern correctly and fluently.</li><li>- <i>Task completed:</i> Students can say the sentence pattern.</li><li>- <i>Task uncompleted:</i> Students are unable to say the sentence pattern.</li></ul>	
<p><b>PRACTICE (10 minutes)</b></p> <p><i>Aim: To help students practice saying what someone likes and why.</i></p>	
<p><b>* Look and Say – Exercise 3.</b></p> <ul style="list-style-type: none"><li>- Show the pattern in the speech bubbles and the first item.</li><li>- Explain that <i>Yum!</i> shows that we like something very much, and <i>Yuck!</i> shows that we really dislike something.</li><li>- In pairs, children talk about the other pictures.</li></ul> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can talk about the pictures fluently in the front.</li><li>- <i>Task completed:</i> Students can talk about the pictures in pairs.</li><li>- <i>Task uncompleted:</i> Students are unable to talk about the pictures in pairs.</li></ul> <p><b>* Look again and write.</b></p> <ul style="list-style-type: none"><li>- Ask individual children to read the</li></ul>	<ul style="list-style-type: none"><li>- Look at the pattern in the speech bubbles and the first item.</li><li>- Listen to the teacher.</li><li>- Work in pairs to talk about the pictures.</li></ul>          <ul style="list-style-type: none"><li>- Read the incomplete sentences.</li></ul>



<p>incomplete sentences.</p> <ul style="list-style-type: none"><li>- Show the first picture in Exercise 3. Establish that the missing words are <i>it's delicious</i>.</li><li>- The children write the full sentences in their notebooks.</li></ul> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can complete the task correctly and confidently.</li><li>- <i>Task completed:</i> Students can complete the task.</li><li>- <i>Task uncompleted:</i> Students are unable to complete the task.</li></ul>	<ul style="list-style-type: none"><li>- Look at the first picture in Exercise 3.</li><li>- Write the full sentences in their notebooks.</li></ul>
<p><b>PRODUCTION (10 minutes)</b></p> <p><i>Aim: To help students say what someone likes and why.</i></p>	
<p><b>* Let's talk!</b></p> <ul style="list-style-type: none"><li>- Focus on the speech bubble. Ask a child to read the sentence and elicit other reasons, e.g. ... <i>because it's pretty / yummy!</i></li><li>- In pairs, children take turns saying the sentence using other vocabulary words on the page.</li></ul> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can take turns saying the sentence using other vocabulary words on the page fluently.</li><li>- <i>Task completed:</i> Students can take turns saying the sentence using other vocabulary words on the page.</li><li>- <i>Task uncompleted:</i> Students are unable to take turns saying the sentence using other vocabulary words on the page.</li></ul>	<ul style="list-style-type: none"><li>- Read the sentence and elicit other reasons, e.g. ... <i>because it's pretty / yummy!</i></li><li>- Work in pairs to take turns saying the sentence using other vocabulary words on the page.</li></ul>

## LESSON PLAN

Week: 21

Period: 83

Date of teaching: From 29/01 to 02/02/2024

### UNIT 8: LET'S BUY PRESENTS!

#### Lesson Two – Grammar – Period 2 (page 61)

#### A. DESIRED OBJECTIVES

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

##### 1. Core competences

- Ask and answer questions about what people like.

##### 2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about different types of party objects.
- *Problem-solving and creativity:* find out their favorite type of party objects.

##### 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

- *Core:*
  - What do they like? They like balloons.
  - Do they like balloons? Yes, they do. / No, they don't.

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

#### C. RESOURCES AND MATERIALS

- Student book - page 61
- Audio tracks 98
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector, ....

\* **Values:** Be ready for different weather!

**D. LEARNING EXPERIENCES**

Teacher's activities	Students' activities
<p><b>WARM-UP/REVIEW (5 minutes)</b></p> <p><i>Aim: To motivate students and help students to remember different types of party objects.</i></p>	
<p><b>* Let's talk!</b></p> <ul style="list-style-type: none"> <li>- Show a picture on the board. Ask a child to make a sentence about what someone likes with his reason, e.g., <i>He likes this candy because it's red.</i></li> <li>- Play music. Students choose a picture and talk about it.</li> </ul> <p><b>→Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can use the words to talk about the pictures correctly and confidently.</li> <li>- <i>Task completed:</i> Students use the words to talk about the pictures.</li> <li>- <i>Task uncompleted:</i> Students are unable to use the words to talk about the pictures.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the picture.</li> <li>- Listen to the teacher's instructions carefully.</li> <li>- Make a sentence describing what someone likes.</li> </ul>
<p><b>PRESENTATION (10 minutes)</b></p> <p><i>Aim: To help students ask and answer questions about what people like.</i></p>	
<p><b>* Listen and say. (Track 98)</b></p> <ul style="list-style-type: none"> <li>- Focus on the <i>Let's learn!</i> box. Ask <i>What can you see?</i></li> <li>- Play Track 98, pausing for children to point and repeat.</li> <li>- Play the recording again for children to repeat.</li> <li>- Write the target patterns on the board. Replace the last word in each sentence with flashcards to elicit new questions and answers, <i>Do they like balloons? Yes, they do. Do they like birthday cake? No, they don't. What do they like? They like balloons.</i></li> <li>- Children repeat.</li> </ul> <p><b>→Expected outcomes and assessment.</b></p>	<ul style="list-style-type: none"> <li>- Look at the teacher, answer the question.</li> <li>- Listen to the recording. Repeat each line.</li> </ul>

<ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can say the sentence pattern correctly and fluently.</li><li>- <i>Task completed:</i> Students can say the sentence pattern.</li><li>- <i>Task uncompleted:</i> Students are unable to say the sentence pattern.</li></ul>	
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**PRACTICE (10 minutes)**

*Aim: To help students practice asking the questions about what people like.*

<p><b>* Look, ask, and answer.</b></p> <ul style="list-style-type: none"><li>- Show the pattern in the speech bubbles and the first item. Explain that <i>Yum!</i> shows that we like something very much, and <i>Yuck!</i> shows that we really dislike something.</li><li>- In pairs, children ask and answer about the other pictures.</li></ul> <p><b>Differentiation</b></p> <ul style="list-style-type: none"><li>• <b>Below level:</b> Give the Special days flashcards to different pairs of children, without showing them to the class. Ask the pairs to agree whether they like the item or not. Point to a pair. The children show the flashcard and mime liking or not liking. The class says <i>Do they (like) (candy)? Yes, they do. / No, they don't.</i> Point to another pair and elicit the sentence. Repeat with different children and the other flashcards.</li><li>• <b>At level:</b> Children complete the activity as suggested.</li><li>• <b>Above level:</b> Put children into pairs and the pairs into groups of four. Give each pair two flashcards from previous units without showing them to the others and ask them to agree on whether they like the items or not. One pair shows one flashcard and mimes liking it or not liking it. Child A in the other pair asks <i>Do they like (math)?</i>, and child B replies <i>Yes, they do.</i> or <i>No, they don't.</i> Then the first pair shows their second flashcard, miming liking or not liking it, and child A</li></ul>	<ul style="list-style-type: none"><li>- Listen and answer the question.</li><li>- Work in pairs to practice asking questions about what people like.</li></ul>
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<p>and B from the other pair swap roles. Then the pairs swap roles.</p> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can complete the task, ask and answer the questions fluently in the front.</li><li>- <i>Task completed:</i> Students can complete the task, ask and answer the questions in pairs.</li><li>- <i>Task uncompleted:</i> Students are unable to complete the task, ask and answer the questions in pairs.</li></ul>	
<p><b>PRODUCTION (10 minutes)</b></p> <p><i>Aim: To help students ask and answer questions about what people like.</i></p>	
<p><b>* Guessing game</b></p> <ul style="list-style-type: none"><li>- Ask children to look at the people. Ask <i>Do they like ....? Elicit the answer Yes, they do. / No, they don't.</i></li><li>- Children work in teams. Teams choose the pictures and make Yes/No questions to guess what people like.</li><li>- In pairs, children ask and answer the questions, using Wh-questions.</li></ul> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can ask and answer the questions, using vocabulary they have learnt so far fluently.</li><li>- <i>Task completed:</i> Students can ask and answer the questions, using vocabulary they have learnt and other vocabulary words on the page.</li><li>- <i>Task uncompleted:</i> Students are unable to ask and answer the questions, using vocabulary they have learnt and other vocabulary words on the page.</li></ul>	<ul style="list-style-type: none"><li>- Look at the picture. Listen and answer the question.</li><li>- Work in teams. Choose the pictures and make Yes/No questions to guess what people like.</li><li>- Work in pairs to take turns asking and answering Wh-questions.</li></ul>

## LESSON PLAN

Week: 21

Period: 84

Date of teaching: From 29/01 to 02/02/2024

### UNIT 8: LET'S BUY PRESENTS!

#### Lesson Three - Song (page 62)

#### A. DESIRED OBJECTIVES

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

##### 1. Core competences

- Identify more words for special days.
- Use these words in the context of a song.

##### 2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about different types of party objects.
- *Problem-solving and creativity:* find out their favorite type of party objects.

##### 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:* neighbor, invite, gift card, chocolate
- *Extra:* or, party, cake, flowers
- *Recycled:* special day words

##### 2. Skills: Listening and Speaking.

#### C. RESOURCES AND MATERIALS

- Student book - page 62
- Audio tracks 99 - 100
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector, ....

Teacher's activities	Students' activities
<p><b>WARM-UP/REVIEW (5 minutes)</b></p> <p><i>Aim: To motivate students and help students to revise different party object words.</i></p>	
<p><b>* Quick Flash</b></p> <ul style="list-style-type: none"> <li>- Use the flashcards from the unit so far and any other vocabulary cards that you want to review.</li> <li>- Show each card very quickly and then hide it again, ask the class to call out the words.</li> </ul> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say all different words correctly and fluently.</li> <li>- <i>Task completed:</i> Students can say different words from this unit.</li> <li>- <i>Task uncompleted:</i> Students are unable to say different words from this unit.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the flashcards carefully and focus on the missing cards. Then, call out them.</li> </ul>
<p><b>PRESENTATION (10 minutes)</b></p> <p><i>Aim: To help students identify more words for special days.</i></p>	
<p><b>* Lead-in:</b></p> <ul style="list-style-type: none"> <li>- Ask children about their neighbors. Ask whether they ever visit each other or give presents to each other.</li> </ul> <p><b>* Listen, point, and repeat. Track 99</b></p> <ul style="list-style-type: none"> <li>- Ask children to look at the pictures in their books. Establish that a <i>neighbor</i> is anyone who lives near you, not just the person who lives next door.</li> <li>- Play the first part of the recording for children to point to the pictures and say the words.</li> <li>- Play the second part for children to repeat the words.</li> <li>- Play the whole recording. Children listen and then repeat.</li> <li>- Show the Special days flashcards for individuals to say the words.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and answer the questions.</li> <li>- Look at the pictures in your books.</li> <li>- Listen and follow the teacher's instructions.</li> <li>- Listen to the first part of the recording, point to the pictures, and say the words.</li> <li>- Listen to the second part and repeat the words.</li> <li>- Listen again and repeat.</li> <li>- Look at the flashcards and say the words individually.</li> <li>- One volunteer comes to the front, listens to the teacher and draw a picture on the board. The rest of the class looks at this picture and guess</li> </ul>

<ul style="list-style-type: none"><li>- Invite a child to come to the front of the class and whisper the name of an object for them to draw. The child draws the picture on the board for the rest of the class to guess.</li><li>- The children play in small groups using the special days vocabulary.</li></ul> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can identify more words for special days correctly and fluently.</li><li>- <i>Task completed:</i> Students can identify more words for special days.</li><li>- <i>Task uncompleted:</i> Students are unable to identify more words for special days.</li></ul>	<p>what it is.</p> <ul style="list-style-type: none"><li>- In groups, play this game together.</li></ul>
<p><b>PRACTICE (10 minutes)</b></p> <p><i>Aim: To help students use these words in the context of a song.</i></p>	
<p><b>* Listen and sing. Track 100</b></p> <ul style="list-style-type: none"><li>- Ask children to look at the picture. Ask <i>What can you see?</i></li><li>- Ask them to predict what the song is about (<i>a family going to their neighbors' party</i>).</li><li>- Play the whole recording. Children listen and follow in their books.</li><li>- Read each line of the song for children to repeat.</li><li>- Play the recording for children to sing along.</li></ul> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can sing the song fluently in the front.</li><li>- <i>Task completed:</i> Students can sing along the song chorally.</li><li>- <i>Task uncompleted:</i> Students are unable to sing along the song chorally.</li></ul> <p><b>* Sing and do.</b></p> <ul style="list-style-type: none"><li>- Ask children to look at the picture and decide together on actions for the song (see below).</li><li>- Play the recording. Children sing and do the</li></ul>	<ul style="list-style-type: none"><li>- Look at the pictures and answer the question.</li><li>- Predict what the song is about (<i>a family going to their neighbors' party</i>).</li><li>- Listen again and follow the song.</li><li>- Repeat the lines of the song.</li><li>- Listen to the song and sing along.</li></ul> <ul style="list-style-type: none"><li>- Decide on the actions for the song.</li><li>- Practice the actions with the class.</li><li>- Sing and do the actions while listening to the recording.</li></ul>



actions.

**Song actions**

- *With candy, balloons, and cake.* – mime eating the foods.
- *What present can we take?* – mime thinking.
- *He doesn't like flowers or chocolate.* – wag your finger and shake your head to mean “no”.
- *I know, he likes music.* – mime playing an instrument.
- *Let's buy a gift card from you and me.* – mime putting something in an envelope and giving it to someone.

**Differentiation**

- **Below level:** Write the song lyrics on the board, with blanks for the new words. Play the song again, and have children recall the words from memory.
- **At level:** Scramble the lyrics and put them on the board. Children close their books and write the lyrics in the correct order. If you like, make it a game by putting the children in groups. Tell the children they have three minutes. Whoever can put the lyrics in order first is the winner.
- **Above level:** Ask children to work in groups of three or four and tell them they are going to make a different version of the song – and it's going to be about their teachers! Children substitute the word *teacher's* for *neighbor's* in Verse 1, and as a class, decide on a teacher for the song. They then decide on two things their teacher doesn't like and one thing they like for Verse 2. Groups practice the song and perform it for the class. Children choose their favorite new song and sing together as a class.

**→ Expected outcomes and assessment.**

- *Task completed with excellence:* Students can

<p>sing the song with actions in the front.</p> <ul style="list-style-type: none"><li>- <i>Task completed:</i> Students can sing the song with actions in groups.</li><li>- <i>Task uncompleted:</i> Students are unable to sing the song with actions in groups.</li></ul>	
<p><b>PRODUCTION (10 minutes)</b></p> <p><i>Aim: To help students use different words for special days in the new context of a song.</i></p>	
<p><b>* Game: “New version for the song”</b></p> <ul style="list-style-type: none"><li>- Show the song with blanks.</li><li>- Ask the students to think of new words and use them to fill in the blanks.</li><li>- Put the students into small groups of four or five and ask them to do the task.</li><li>- Ask students to practice singing and doing the actions in groups.</li><li>- Praise students if they have done well.</li></ul> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can write the new version for the song creatively.</li><li>- <i>Task completed:</i> Students can fill in the blanks to create the new version for the song.</li><li>- <i>Task uncompleted:</i> Students are unable to fill in the blanks to create the new version for the song.</li></ul>	<ul style="list-style-type: none"><li>- Look at the song with blanks.</li><li>- Think about the blanks.</li> <li>- Work in groups to do the task.</li><li>- Practice singing and doing the actions in groups.</li><li>- Sing and do in the front.</li></ul>

**Ký duyệt**

<b>Tổ trưởng</b>	<b>Ban giám hiệu</b>
<b>Ngày 02/01/2024</b>	<b>Ngày 06/01/2024</b>
 <b>Huỳnh Thị Yến Trang</b>	 <b>Nguyễn Thị Thanh Hải</b>