

WEEK: 22

Period: 85

Date of teaching: from Feb 12, 2024 to Feb 13, 2024

UNIT 8: LET’S BUY PRESENTS! LESSON 4 – PHONICS

A. DESIRED OBJECTIVES

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

1. Core competences

- Learn that the spelling *th* makes the sounds /ð/ and /θ/.
- Identify these spellings in a text.
- Match the sounds to specific words.

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*: father, brother, this, that, three, throw

2. Skills: Listening and Speaking.

C. RESOURCES AND MATERIALS

- Student book - page 63
- Audio tracks 91, 101 - 102
- Teacher’s Guide
- Website *sachso.edu.vn*
- Phonics cards
- Computer, projector,

D. LEARNING EXPERIENCES

| Teacher’s activities | Students’ activities |
|---|---|
| WARM-UP/REVIEW (5 minutes) <i>Aim: To motivate students and help students to remember the different sounds and letters they learnt from the previous lessons.</i> | |
| * Warmer - Ask children which sounds they looked at in their last phonics lesson (/ŋ/ and /ʒ/). Do the chant from page 57 to review the sounds. → Expected outcomes and assessment. - <i>Task completed with excellence:</i> Students can say all the sounds they | - Remember the sounds they looked at in their last phonics lesson (/ŋ/ and /ʒ/). - Listen, chant along and do the actions. |

PRACTICE (10 minutes)

Aim: To help students pronounce the sounds /ð/ and /θ/.

*** Listen and chant. Track 102**

- Ask children to look at the picture in Exercise 2. Ask *What can you see?*
- Play the recording. Children listen and point to the items in the picture.
- Play it again, pausing for the children to repeat the chant.

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can listen to the chant and chant with actions confidently.
- *Task completed:* Students can listen to the chant, chant along the recording.
- *Task uncompleted:* Students are unable to listen to the chant, chant along chant along the recording.

*** Read the chant again. Say the words with *th*. Write.**

- Write the first two lines of the chant on the board. Ask a child to come and find an example of a word with the sound /ð/. They find and circle *there*. Ask another child to find an example of a word with the sound /θ/. They find and circle *three*.
- Children read the chant silently and only say the words with *th* out loud.
- Children write the *th* words in their notebooks.

Answers

there three this that father mother brother
that's the

→ Expected outcomes and assessment.

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

*** Write the missing letters. Then say the word.**

- Ask children to look at the pictures and say what they see.

- Look at the picture and answer the question.
- Listen and point to the items in the picture.
- Listen again and repeat.
- Chant along with actions in groups and in the front.

- A child comes and finds an example of a word with the sound /ð/ (*there*).
- Another child finds an example of a word with the sound /θ/ (*three*).

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

- Look at the pictures and say what you see.

- Show them the words in the box and ask them to write the missing letters with their pencils.
- Ask children to pronounce the words.

Answers

1 ath **2** thr **3** thi **4** tha **5** th **6** th

Differentiation

- **Below level:** Ask children to close their books. Play *Musical cards* (see Games bank) using the phonics cards and chant on this page. Then children complete the activity.
- **At level:** Children complete the activity as suggested.
- **Above level:** After children complete the activity, put them in groups. Together, they think of other words with the sounds /ð/ and /θ/ and make a list. Make it a game by giving one point for each word. The group with the most words wins.

→ 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.

- Look and write the missing letters with your pencils. Then pronounce the words aloud.
- Share your answers with your partner. Practice pronouncing the words in pairs.
- Peer-check with friends and the teacher.

PRODUCTION (10 minutes)

Aim: To help students listen, identify the sounds /ð/ and /θ/ and talk about the pictures.

*** Let's talk**

- Ask children to look at the picture and speech bubble.
- Ask a child to read the sentence.
- In pairs, children take turns saying the sentence, using other vocabulary words on the page.

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can say the sentences correctly and fluently, using the words they have learnt so far.

- Look at the picture and say a sentence.
- Read the sentence aloud.
- In pairs, take turns saying sentences using other vocabulary from the page.
- Raise hands to come up to the board.

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| <ul style="list-style-type: none">- <i>Task completed:</i> Students can say the sentences, using other vocabulary words on the page.- <i>Task uncompleted:</i> Students are unable to say the sentences, using other vocabulary words on the page. | |
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WEEK: 22

Period: 86

Date of teaching: from Feb 13, 2024 to Feb 14, 2024

**UNIT 8: LET’S BUY PRESENTS!
LESSON 5 – SKILLS TIME!**

A. DESIRED OBJECTIVES

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

1. Core competences

- Read and follow instructions on making a card.
- Find specific information in a text.

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. Language**

- *Recycled*: vocabulary and structures seen previously.
- *Extra vocabulary*: in half, think about, front, give.

2. Skills: Listening, Speaking and Reading.**C. RESOURCES AND MATERIALS**

- Student book - page 64
- Audio tracks 102, 103
- Teacher’s Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

D. LEARNING EXPERIENCES

| Teacher’s activities | Students’ activities |
|---|---|
| WARM-UP/REVIEW (5 minutes) <i>Aim: To motivate students and help students to review different types of party object words.</i> | |
| <p>* Warmer</p> <ul style="list-style-type: none"> - Sing the chant from page 63. <p>* Game: Concentration</p> <ul style="list-style-type: none"> - Put children in groups of three or four. - Give each group a set of concentration cards and ask them to spread them out face down in random order. | <ul style="list-style-type: none"> - Sing the chant beautifully. - Work in groups. - Spread the concentration cards out face down in random order. |

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| <ul style="list-style-type: none"> - Ask children to take turns flipping over two cards and saying the sound and the word. - If the flashcards are a match, the child keeps the cards. If they are different, they put them back, face down. The child with the most cards at the end is the winner. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sound and the words correctly and confidently. - <i>Task completed:</i> Students can say the sound and the words. - <i>Task uncompleted:</i> Students are unable to say the sound and the words. | <ul style="list-style-type: none"> - Take turns flipping over two cards and saying the sound and the word. - If the flashcards are a match, you keep the cards. If they are different, you put them back, face down. The child with the most cards at the end is the winner. |
| <p>PRESENTATION (10 minutes) <i>Aim: To help students read and follow instructions on making a card.</i></p> | |
| <p>* Lead-in</p> <ul style="list-style-type: none"> - Talk about cards with the class. Ask <i>Who do you send cards to? When do you send cards? Do you make cards or do you buy them?</i> <p>* Look at the pictures. What is the card for?</p> <ul style="list-style-type: none"> - Ask children to look at the pictures. Ask <i>What is the boy making?</i> - Point to the pictures for children to tell you what the boy does at each stage, e.g. <i>He folds the card. He draws a picture.</i> - Ask <i>What is the card for? (to thank a friend for inviting him to a party).</i> <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can understand and answer the questions correctly and fluently. - <i>Task completed:</i> Students can understand and answer the questions with support from the teacher. - <i>Task uncompleted:</i> Students are unable to understand and answer the questions with support from the teacher. | <ul style="list-style-type: none"> - Listen and answer the questions. - Look at the pictures and answer the questions. |
| <p>PRACTICE (10 minutes) <i>Aim: To help students find specific information in a text.</i></p> | |
| <p>* Listen and read. Track 103</p> <ul style="list-style-type: none"> - Tell the children that they are going to hear a recording of instructions on how to make the card. | <ul style="list-style-type: none"> - Listen to the recording and follow along with your fingers. |

- Play the recording. Children listen and follow along.
- Play the recording a second time. Answer any questions.
- Ask comprehension questions, e.g. *What does the boy draw in the card? What does he write? Does his friend like the card?*

Differentiation

• **Below level:** Read the instructions as you demonstrate each step by making a card.

• **At level:** Ask children to close their books to play a memory game. Hold up your rectangle of card for the class. Ask *What do I do first?* Choose a child to give the first instruction (fold the card). Fold the card to demonstrate. Continue with the other stages. Mime all of the instructions.

• **Above level:** Ask children to write their own sentences on their cards to thank their friends. Encourage them to think of something they liked at the party.

→ 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 and put the sentences in the correct order.**

- Ask children to look at the exercise in their books. Explain that the sentences are in the wrong order. Ask *What's the first thing you do?* Elicit the correct answer and show the example answer.

- Ask children to number in the order in which the actions are done.

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- Go over the answers with the class. Children say the sentences chorally, in the correct order.

Answers

- Listen again and ask questions if necessary.
- Read the text silently and think about the questions.
- Raise their hand when they know the answers.

- Listen to the teacher.
- Look at the example.

- Read the sentences silently and number in the order in which the actions are done.
- Say the sentences chorally, in the correct order.

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| <p>a 2 b 1 c 5 d 4 e 3</p> <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can complete the task individually. - <i>Task completed:</i> Students can complete the task in pairs/groups. - <i>Task uncompleted:</i> Students are unable to complete the task with support from the teacher. | |
| <p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students talk about which one they like, cards or presents and give the reason.</i></p> | |
| <p>* Do you like cards and presents? Why?</p> <ul style="list-style-type: none"> - Ask the questions around the class. - Encourage individuals to ask other children the question. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about their opinions confidently in the front. - <i>Task completed:</i> Students can talk about their opinions in pairs. - <i>Task uncompleted:</i> Students are unable to talk about their opinions in pairs. | <ul style="list-style-type: none"> - Think about the questions. - Listen to the teacher's demo. - Work in pairs to talk about which one you like, cards, or presents and tell the reason. - Talk in front of the class. |

WEEK: 22

Period: 87

Date of teaching: from Feb 14, 2024 to Feb 16, 2024

**UNIT 8: LET’S BUY PRESENTS!
LESSON 6 – SKILLS TIME! – PERIOD 1**

A. DESIRED OBJECTIVES

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

1. Core competences**Listening**

- Match children with things they like.

Speaking

- Ask and answer about likes and dislikes, and give reasons.

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**

- *Recycled*: vocabulary seen previously.

2. Patterns: patterns seen previously.**3. Skills**: Listening and Speaking**C. RESOURCES AND MATERIALS**

- Student book - page 65
- Audio tracks 104
- Teacher’s Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

D. LEARNING EXPERIENCES

| Teacher’s activities | Students’ activities |
|--|---|
| WARM-UP/REVIEW (5 minutes) | |
| <i>Aim: To motivate students and help students to remember different types of party object and special day words.</i> | |
| <p>* Warmer</p> <ul style="list-style-type: none"> - Put the Special days flashcards on the board. Tell children that it’s their birthday next week. In small groups, the children choose a present the group would like and write its name. | <ul style="list-style-type: none"> - Look at the flashcards carefully. - Work in groups, choose a present the groups would like and write its name. |

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| <ul style="list-style-type: none"> - Ask a child from one group to stand up. Choose a present for them from the board. Say, e.g. <i>Your present from me is candy</i>. If the present is the same as the one the group wanted, put a check on the board. - Repeat the activity with different groups. * Game: What's the meaning? - Choose a word that is unknown to children, using a dictionary as needed. Children in groups of three, without using a dictionary, guess the meaning of the word and write down a definition. - Allow children a few minutes to think and write. - Encourage them to use their imaginations and emphasize that it doesn't have to be the correct meaning. - Collect the definitions and read them out loud. Children vote on what they think is the best definition. At the end, you can tell them the real meaning. - The idea of this game is to let the children be creative and practice their writing skills. → Expected outcomes and assessment. - <i>Task completed with excellence:</i> Students can write down the definition creatively and correctly. - <i>Task completed:</i> Students can think and write down the definition. - <i>Task uncompleted:</i> Students are unable to think and write down the definition. | <ul style="list-style-type: none"> - A child from one group stands up, choose a present and say <i>Your present from me is candy</i>. - Work in groups of three. - Without using a dictionary, guess the meaning of the word and write down a definition. - Listen to the teacher and vote on what you think is the best definition. - Listen to the teacher's real meaning. |
| <p>PRACTICE (20 minutes)</p> <p><i>Aim: To help students match children with things they like, ask and answer about likes and dislikes, then give reasons.</i></p> | |
| <ul style="list-style-type: none"> * Lead-in: - Ask children what they can remember about the reading text from the previous lesson. Ask <i>What does the boy make? How does he make it?</i> - Allow children to check the text on page 64 of their books to see how much they remembered. * Listen and match. Track 104 | <ul style="list-style-type: none"> - Answer the question. - Check the text on page 64 of your books to see how much you remembered. |

- Ask children to look at the objects on page 65 of their books. Ask them to predict what they are going to hear.
- Tell children that they are going to hear a recording of children talking about things they like or don't like.
- Play Track 104. Children listen and point to the items as they hear them mentioned.
- Play the recording again, stopping after the first item for children to match the person (*Trung*) to the item he mentioned (*animals*) and write *c* next to 1 in their books.
- Play the recording for children to complete the activity.

Answers 1 c 2 a 3 d 4 b

→ **Expected outcomes and assessment.**

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

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

- Ask children to look at the pictures in Exercise 1 and read the words in the box.
- Focus attention on the example in the speech bubbles.
- Explain to the class that they need to ask and answer questions about the children in Exercise 1, using the words in the box.

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can ask and answer the questions about the children in Exercise 1, using the words in the box with long sentences fluently.
- *Task completed:* Students can take turns asking and answering the questions about the children in Exercise 1, using the

- Look at the objects on page 65 of your books.
- Predict what you are going to hear.
- Listen and point to the items as you hear them mentioned.
- Listen to the first item and look at the teacher's demo.
- Listen and complete the activity.
- Peer-check answers with friends.
- Check the answers with the teacher.

- Look at the pictures in Exercise 1 and read the words in the box.
- Focus attention on the example in the speech bubbles.
- Work in pairs to take turns asking and answering questions about the children in Exercise 1, using the words in the box.
- Some of the pairs ask and answer questions for the class.

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| <p>words in the box and short, simple sentences.</p> <p>- <i>Task uncompleted:</i> Students are unable to take turns asking and answering the questions about the children in Exercise 1, using the words in the box and short, simple sentences.</p> | |
| <p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students ask and answer about likes and dislikes, then give reasons.</i></p> | |
| <p>* Ask and answer with a friend.</p> <p>- Read aloud the example speech bubbles.</p> <p>- In pairs, children take turns asking and answering questions about what they like giving reasons.</p> <p>→ Expected outcomes and assessment.</p> <p>- <i>Task completed with excellence:</i> Students can volunteer to ask and answer questions in the front.</p> <p>- <i>Task completed:</i> Students can take turns asking and answering questions about what they like giving reasons in pairs.</p> <p>- <i>Task uncompleted:</i> Students are unable to take turns asking and answering questions about what they like giving reasons in pairs.</p> | <p>- Listen to the teacher.</p> <p>- In pairs, take turns asking and answering questions about what they like giving reasons.</p> <p>- Volunteer to ask and answer the questions in the front.</p> |

WEEK: 22

Period: 88

Date of teaching: Feb 16, 2024

**UNIT 8: LET’S BUY PRESENTS!
LESSON 6 – SKILLS TIME! – PERIOD 2**

A. DESIRED OBJECTIVES

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

1. Core competences**Speaking**

- Ask and answer about likes and dislikes, and give reasons.

Writing

- Write a thank you card.

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. Language**

- *Recycled*: vocabulary and patterns seen previously.

2. Skills: Listening, Speaking and Writing.**C. RESOURCES AND MATERIALS**

- Student book - page 65
- Teacher’s Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

E. LEARNING EXPERIENCES

| Teacher’s activities | Students’ activities |
|--|--|
| WARM-UP/REVIEW (10 minutes) <i>Aim: To motivate students and help students remember different types of party object and special day words.</i> | |
| <p>* Game: What’s the meaning?</p> <ul style="list-style-type: none"> - Choose a word that is unknown to children, using a dictionary as needed. Children in groups of three, without using a dictionary, guess the meaning of the word and write down a definition. - Allow children a few minutes to think and write. | <ul style="list-style-type: none"> - Work in groups of three. - Without using a dictionary, guess the meaning of the word and write down a definition. |

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| <ul style="list-style-type: none"> - Encourage them to use their imaginations and emphasize that it doesn't have to be the correct meaning. - Collect the definitions and read them out loud. Children vote on what they think is the best definition. At the end, you can tell them the real meaning. - The idea of this game is to let the children be creative and practice their writing skills. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write down the definition creatively and correctly. - <i>Task completed:</i> Students can think and write down the definition. - <i>Task uncompleted:</i> Students are unable to think and write down the definition. | <ul style="list-style-type: none"> - Listen to the teacher and vote on what you think is the best definition. - Listen to the teacher's real meaning. |
| <p>PRACTICE (20 minutes) <i>Aim: To help students write a thank you card.</i></p> | |
| <p>* Draw and write a thank-you card for a family member. Look at the example to help you.</p> <ul style="list-style-type: none"> - Focus on the example text. Ask the children to read it, and elicit what type of things you can say in a thank-you card. - Ask them to choose a family member they want to thank, and to think about what they want to thank them for, and what they can add to the card. - Ask the children to write the text of the card in their notebooks. <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Below level: Brainstorm reasons to thank someone and write the children's ideas on the board. Then write <i>Here's a picture of a ... I know you like ...</i> and ask children to think about what their relative likes and how the sentences could be completed. Allow children to work in pairs to help each other. • At level: Children complete the activity as suggested. | <ul style="list-style-type: none"> - Look at the example text and read it. - Talk about what type of things you can say in a thank-you card. - Choose a family member you want to thank, and to think about what you want to thank them for, and what you can add to the card. - Write the text of the card in your notebooks individually. - Read your text to your partners. - Volunteer to read your text aloud in the front. |

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| <ul style="list-style-type: none"> • Above level: Ask children to think of a present for that person and to mention the present in the card. → Expected outcomes and assessment. - <i>Task completed with excellence:</i> Students can write a thank you card individually creatively. - <i>Task completed:</i> Students can write a thank you card with support from the teacher. - <i>Task uncompleted:</i> Students are unable to write a thank you card with support from the teacher. | |
| <p>PRODUCTION (5 minutes) <i>Aim: To help students talk about their thank you cards.</i></p> | |
| <ul style="list-style-type: none"> * Talk about their thank you cards. - Ask the children to talk about their thank you cards in groups. → Expected outcomes and assessment - <i>Task completed with excellence:</i> Students can talk about their thank you cards fluently in the front. - <i>Task completed:</i> Students can talk about their thank you cards in pairs. - <i>Task uncompleted:</i> Students are unable to talk about their thank you cards in pairs. | <ul style="list-style-type: none"> - Work in groups, talk about their thank you cards in groups. - Some volunteers come to the front and talk about their thank you cards. |

Ngày 02 tháng 02 năm 2024

Tổ trưởng



Huỳnh Thị Yến Trang

WEEK: 23

Period: 89

Date of teaching: from Feb 19, 2024 to Feb 20, 2024

UNIT 9: WHAT TIME IS IT? LESSON 1 – WORDS

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!

F. LEARNING EXPERIENCES

| Teacher's activities | Students' activities |
|--|--|
| WARM-UP/REVIEW (5 minutes) | |
| <i>Aim: To motivate students and help students to remember structures and vocabulary from the previous lessons.</i> | |
| <p>* Warmer: Track 89</p> <ul style="list-style-type: none"> - Sing What the weather like today? song from page 56 to energize the class. - Hold up your book – Unit 7 - to retell the story from the previous unit with the class. | <ul style="list-style-type: none"> - Sing along to the song. - Listen to the teacher and answer the questions. |

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| <p>Ask <i>What's the weather like at first?</i> <i>What's it like later?</i></p> <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen and answer the questions correctly and sing the song with actions confidently. - <i>Task completed:</i> Students can listen and answer the questions and sing along the recording. - <i>Task uncompleted:</i> Students are listen and answer the questions and sing along the recording. | |
| <p>PRESENTATION (10 minutes) <i>Aim: To help students identify different party objects.</i></p> | |
| <p>* Lead-in:</p> <ul style="list-style-type: none"> - Draw a picture of a big box with a ribbon on the board. - Ask <i>What is it? (a present). When do we give presents? (birthday, Tet, Teachers' Day, etc.).</i> - Ask <i>What other things do we have at parties?</i> Write the ideas on the board around the present. - 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 to say the words. Model any unknown words. - Hold the flashcards up in a different order and repeat. <p>* Listen and point. Repeat. (Track 95)</p> <ul style="list-style-type: none"> - 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. - Play the second part for children to repeat. - Play the whole recording. Children listen and point. Then repeat the words. - 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. - Remove one flashcard. The class repeats the sequence, including the missing word. Remove one more flashcard each time, | <ul style="list-style-type: none"> - Listen and answer the questions. - Look at the teacher carefully. - Look at the flashcards or real objects. - Say the words. - Look at the pictures. - Listen and point to the appropriate picture. - Listen, point and repeat. - Look and say the words. |

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| <ul style="list-style-type: none"> - 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. <i>Whose birthday is it? What does Billy like? Who is in the living room?</i> - Ask children to look at the story again. They find and point to words from Exercise 1. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen to the story, point to the words and answer the questions correctly. - <i>Task completed:</i> Students can listen to the story and point to the words with support from the teacher. - <i>Task uncompleted:</i> Students are unable to listen to the story and point to the words with support from the teacher. | <ul style="list-style-type: none"> - 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. |
| <p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students remember different party object vocabulary and improve students' integrated skills.</i></p> | |
| <p>* Game: Read and choose a, b, c or d!</p> <ul style="list-style-type: none"> - Show some sentences and four answer choices on the board. - Children read the sentences and choose the best answer. Then read the word aloud in the front. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify and pronounce the words fluently. - <i>Task completed:</i> Students can identify and pronounce the words. - <i>Task uncompleted:</i> Students are unable to identify and pronounce the words. | <ul style="list-style-type: none"> - Look, read and choose the best answer. - Read these words loudly. |

WEEK: 23

Period: 90

Date of teaching: from Feb 20, 2024 to Feb 21, 2024

**UNIT 9: WHAT TIME IS IT?
LESSON 2 – GRAMMAR – PERIOD 1**

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

* **Values:** Be good at the party!**D. LEARNING EXPERIENCES**

| Teacher's activities | Students' activities |
|--|---------------------------|
| WARM-UP/REVIEW (5 minutes) | |
| <i>Aim: To motivate students and help students to remember different types of party objects.</i> | |
| * Game: What's missing? - Display the flashcards from the vocabulary set on the board. | - Look at the flashcards. |

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| <ul style="list-style-type: none"> - 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. - Ask children to close their eyes and put their heads down. - Remove a card and rearrange the others. Ask <i>What's missing?</i> - Repeat the activity to review all the vocabulary. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify party object words correctly and confidently. - <i>Task completed:</i> Students can identify party object words. - <i>Task uncompleted:</i> Students are unable to identify party object words. | <ul style="list-style-type: none"> - Close your eyes. - Open your eyes and guess what flashcard is missing. - Say the words. |
| <p>PRESENTATION (10 minutes) <i>Aim: To help students identify what someone likes and why.</i></p> | |
| <p>* Lead-in:</p> <ul style="list-style-type: none"> - Retell the story. Ask children which party objects were mentioned in the story. <p>* Listen to the story and repeat. (Track 97)</p> <ul style="list-style-type: none"> - Show the story on page 60 for children to 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. <p>Story actions</p> <ul style="list-style-type: none"> - 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 <i>no</i>. 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. | <ul style="list-style-type: none"> - Answer the questions. - 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. |

- **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.*

➤ *They like balloons.*

➤ *He likes/doesn't like this candy because it's red.*

- Play the recording again for children to repeat.

- Write the target patterns on the board. Replace the word in each sentence with flashcards to elicit new sentences.

- Children repeat.

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can say the sentence pattern correctly and fluently.

- *Task completed:* Students can say the sentence pattern.

- *Task uncompleted:* Students are unable to say the sentence pattern.

- Look and ask the question.

- Listen to the recording.

- Repeat each line.

PRACTICE (10 minutes)

Aim: To help students practice saying what someone likes and why.

* **Look and Say – Exercise 3.**

- Show the pattern in the speech bubbles and the first item.

- Explain that *Yum!* shows that we like something very much, and *Yuck!* shows that we really dislike something.

- In pairs, children talk about the other pictures.

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can talk about the pictures fluently in the front.

- Look at the pattern in the speech bubbles and the first item.

- Listen to the teacher.

- Work in pairs to talk about the pictures.

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

WEEK: 23

Period: 91

Date of teaching: from Feb 21, 2024 to Feb 23, 2024

**UNIT 9: WHAT TIME IS IT?
LESSON 2 – GRAMMAR – PERIOD 2**

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 |
|--|---|
| WARM-UP/REVIEW (5 minutes) | |
| <i>Aim: To motivate students and help students to remember different types of party objects.</i> | |
| <p>* Let's talk!</p> <ul style="list-style-type: none"> - 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> - Play music. Students choose a picture and talk about it. <p>→ Expected outcomes and assessment.</p> | <ul style="list-style-type: none"> - Look at the picture. - Listen to the teacher's instructions carefully. - Make a sentence describing what someone likes. |

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| <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can use the words to talk about the pictures correctly and confidently. - <i>Task completed:</i> Students use the words to talk about the pictures. - <i>Task uncompleted:</i> Students are unable to use the words to talk about the pictures. | |
| <p>PRESENTATION (10 minutes) <i>Aim: To help students ask and answer questions about what people like.</i></p> | |
| <p>* Listen and say. (Track 98)</p> <ul style="list-style-type: none"> - Focus on the <i>Let's learn!</i> box. Ask <i>What can you see?</i> - Play Track 98, pausing for children to point and repeat. - Play the recording again for children to repeat. - 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> - Children repeat. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sentence pattern correctly and fluently. - <i>Task completed:</i> Students can say the sentence pattern. - <i>Task uncompleted:</i> Students are unable to say the sentence pattern. | <ul style="list-style-type: none"> - Look at the teacher, answer the question. - Listen to the recording. Repeat each line. |
| <p>PRACTICE (10 minutes) <i>Aim: To help students practice asking the questions about what people like.</i></p> | |
| <p>* Look, ask, and answer.</p> <ul style="list-style-type: none"> - 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. - In pairs, children ask and answer about the other pictures. <p>Differentiation</p> <ul style="list-style-type: none"> • Below level: 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 | <ul style="list-style-type: none"> - Listen and answer the question. - Work in pairs to practice asking questions about what people like. |

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| <p>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.</p> <ul style="list-style-type: none"> • At level: Children complete the activity as suggested. • Above level: 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 and B from the other pair swap roles. Then the pairs swap roles. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can complete the task, ask and answer the questions fluently in the front. - <i>Task completed:</i> Students can complete the task, ask and answer the questions in pairs. - <i>Task uncompleted:</i> Students are unable to complete the task, ask and answer the questions in pairs. | |
| <p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students ask and answer questions about what people like.</i></p> | |
| <p>* Guessing game</p> <ul style="list-style-type: none"> - Ask children to look at the people. Ask <i>Do they like?</i> Elicit the answer <i>Yes, they do. / No, they don't.</i> - Children work in teams. Teams choose the pictures and make Yes/No questions to guess what people like. - In pairs, children ask and answer the questions, using Wh-questions. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can ask and answer the questions, using vocabulary they have learnt so far fluently. - <i>Task completed:</i> Students can ask and answer the questions, using vocabulary they have | <ul style="list-style-type: none"> - Look at the picture. Listen and answer the question. - Work in teams. Choose the pictures and make Yes/No questions to guess what people like. - Work in pairs to take turns asking and answering Wh-questions. |

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| <p>learnt and other vocabulary words on the page.</p> <p>- <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.</p> | |
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WEEK: 23

Period: 92

Date of teaching: Feb 23, 2024

UNIT 9: WHAT TIME IS IT?**LESSON 3 – SONG****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,

LEARNING EXPERIENCES

| Teacher's activities | Students' activities |
|---|---|
| WARM-UP/REVIEW (5 minutes) | |
| <i>Aim: To motivate students and help students to revise different party object words.</i> | |
| <p>* Quick Flash</p> <ul style="list-style-type: none"> - Use the flashcards from the unit so far and any other vocabulary cards that you want to review. - Show each card very quickly and then hide it again, ask the class to call out the words. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence</i>: Students can say all different words correctly and fluently. | <ul style="list-style-type: none"> - Look at the flashcards carefully and focus on the missing cards. Then, call out them. |

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| <ul style="list-style-type: none"> - <i>Task completed:</i> Students can say different words from this unit. - <i>Task uncompleted:</i> Students are unable to say different words from this unit. | |
| <p>PRESENTATION (10 minutes) <i>Aim: To help students identify more words for special days.</i></p> | |
| <p>* Lead-in:</p> <ul style="list-style-type: none"> - Ask children about their neighbors. Ask whether they ever visit each other or give presents to each other. <p>* Listen, point, and repeat. Track 99</p> <ul style="list-style-type: none"> - 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. - Play the first part of the recording for children to point to the pictures and say the words. - Play the second part for children to repeat the words. - Play the whole recording. Children listen and then repeat. - Show the Special days flashcards for individuals to say the words. - 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. - The children play in small groups using the special days vocabulary. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify more words for special days correctly and fluently. - <i>Task completed:</i> Students can identify more words for special days. - <i>Task uncompleted:</i> Students are unable to identify more words for special days. | <ul style="list-style-type: none"> - Listen and answer the questions. - Look at the pictures in your books. - Listen and follow the teacher's instructions. - Listen to the first part of the recording, point to the pictures, and say the words. - Listen to the second part and repeat the words. - Listen again and repeat. - Look at the flashcards and say the words individually. - 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 what it is. - In groups, play this game together. |
| <p>PRACTICE (10 minutes) <i>Aim: To help students use these words in the context of a song.</i></p> | |
| <p>* Listen and sing. Track 100</p> <ul style="list-style-type: none"> - Ask children to look at the picture. Ask <i>What can you see?</i> - Ask them to predict what the song is about (<i>a family going to their neighbors' party</i>). - Play the whole recording. Children listen and follow in their books. | <ul style="list-style-type: none"> - Look at the pictures and answer the question. - Predict what the song is about (<i>a family going to their neighbors' party</i>). - Listen again and follow the song. |

- Read each line of the song for children to repeat.
- Play the recording for children to sing along.
- **Expected outcomes and assessment.**
- *Task completed with excellence:* Students can sing the song fluently in the front.
- *Task completed:* Students can sing along the song chorally.
- *Task uncompleted:* Students are unable to sing along the song chorally.

* **Sing and do.**

- Ask children to look at the picture and decide together on actions for the song (see below).
- Play the recording. Children sing and do the 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

- 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.

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

Ngày 02 tháng 02 năm 2024

Tổ trưởng



Huỳnh Thị Yến Trang

WEEK: 24

Period: 93

Date of teaching: from Feb 26, 2024 to Feb 27, 2024

UNIT 9: WHAT TIME IS IT? LESSON 4 – PHONICS

A. DESIRED OBJECTIVES

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

1. Core competences

- Learn that the spelling *th* makes the sounds /ð/ and /θ/.
- Identify these spellings in a text.
- Match the sounds to specific words.

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*: father, brother, this, that, three, throw

2. Skills: Listening and Speaking.

C. RESOURCES AND MATERIALS

- Student book - page 63
- Audio tracks 91, 101 - 102
- Teacher's Guide
- Website *sachso.edu.vn*
- Phonics cards
- Computer, projector,

D. LEARNING EXPERIENCES

| Teacher's activities | Students' activities |
|---|---|
| WARM-UP/REVIEW (5 minutes) <i>Aim: To motivate students and help students to remember the different sounds and letters they learnt from the previous lessons.</i> | |
| * Warmer - Ask children which sounds they looked at in their last phonics lesson (/ŋ/ and /ʒ/). Do the chant from page 57 to review the sounds. → Expected outcomes and assessment. - <i>Task completed with excellence:</i> Students can say all the sounds they | - Remember the sounds they looked at in their last phonics lesson (/ŋ/ and /ʒ/). - Listen, chant along and do the actions. |

PRACTICE (10 minutes)

Aim: To help students pronounce the sounds /ð/ and /θ/.

*** Listen and chant. Track 102**

- Ask children to look at the picture in Exercise 2. Ask *What can you see?*
- Play the recording. Children listen and point to the items in the picture.
- Play it again, pausing for the children to repeat the chant.

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can listen to the chant and chant with actions confidently.
- *Task completed:* Students can listen to the chant, chant along the recording.
- *Task uncompleted:* Students are unable to listen to the chant, chant along chant along the recording.

*** Read the chant again. Say the words with *th*. Write.**

- Write the first two lines of the chant on the board. Ask a child to come and find an example of a word with the sound /ð/. They find and circle *there*. Ask another child to find an example of a word with the sound /θ/. They find and circle *three*.
- Children read the chant silently and only say the words with *th* out loud.
- Children write the *th* words in their notebooks.

Answers

there three this that father mother brother
that's the

→ Expected outcomes and assessment.

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

*** Write the missing letters. Then say the word.**

- Ask children to look at the pictures and say what they see.

- Look at the picture and answer the question.
- Listen and point to the items in the picture.
- Listen again and repeat.
- Chant along with actions in groups and in the front.

- A child comes and finds an example of a word with the sound /ð/ (*there*).
- Another child finds an example of a word with the sound /θ/ (*three*).

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

- Look at the pictures and say what you see.

- Show them the words in the box and ask them to write the missing letters with their pencils.
- Ask children to pronounce the words.

Answers

1 ath **2** thr **3** thi **4** tha **5** th **6** th

Differentiation

- **Below level:** Ask children to close their books. Play *Musical cards* (see Games bank) using the phonics cards and chant on this page. Then children complete the activity.
- **At level:** Children complete the activity as suggested.
- **Above level:** After children complete the activity, put them in groups. Together, they think of other words with the sounds /ð/ and /θ/ and make a list. Make it a game by giving one point for each word. The group with the most words wins.

→ 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.

- Look and write the missing letters with your pencils. Then pronounce the words aloud.
- Share your answers with your partner. Practice pronouncing the words in pairs.
- Peer-check with friends and the teacher.

PRODUCTION (10 minutes)

Aim: To help students listen, identify the sounds /ð/ and /θ/ and talk about the pictures.

*** Let's talk**

- Ask children to look at the picture and speech bubble.
- Ask a child to read the sentence.
- In pairs, children take turns saying the sentence, using other vocabulary words on the page.

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can say the sentences correctly and fluently, using the words they have learnt so far.

- Look at the picture and say a sentence.
- Read the sentence aloud.
- In pairs, take turns saying sentences using other vocabulary from the page.
- Raise hands to come up to the board.

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| <ul style="list-style-type: none">- <i>Task completed:</i> Students can say the sentences, using other vocabulary words on the page.- <i>Task uncompleted:</i> Students are unable to say the sentences, using other vocabulary words on the page. | |
|---|--|

WEEK: 24

Period: 94

Date of teaching: from Feb 27, 2024 to Feb 28, 2024

UNIT 9: WHAT TIME IS IT? LESSON 5 – SKILLS TIME!

A. DESIRED OBJECTIVES

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

1. Core competences

- Read and follow instructions on making a card.
- Find specific information in a text.

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. Language

- *Recycled*: vocabulary and structures seen previously.
- *Extra vocabulary*: in half, think about, front, give.

2. Skills: Listening, Speaking and Reading.

C. RESOURCES AND MATERIALS

- Student book - page 64
- Audio tracks 102, 103
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

D. LEARNING EXPERIENCES

| Teacher's activities | Students' activities |
|--|---|
| WARM-UP/REVIEW (5 minutes) <i>Aim: To motivate students and help students to review different types of party object words.</i> | |
| * Warmer - Sing the chant from page 63. * Game: Concentration - Put children in groups of three or four. - Give each group a set of concentration cards and ask them to spread them out face down in random order. | - Sing the chant beautifully. - Work in groups. - Spread the concentration cards out face down in random order. |

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| <ul style="list-style-type: none"> - Ask children to take turns flipping over two cards and saying the sound and the word. - If the flashcards are a match, the child keeps the cards. If they are different, they put them back, face down. The child with the most cards at the end is the winner. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sound and the words correctly and confidently. - <i>Task completed:</i> Students can say the sound and the words. - <i>Task uncompleted:</i> Students are unable to say the sound and the words. | <ul style="list-style-type: none"> - Take turns flipping over two cards and saying the sound and the word. - If the flashcards are a match, you keep the cards. If they are different, you put them back, face down. The child with the most cards at the end is the winner. |
| <p>PRESENTATION (10 minutes) <i>Aim: To help students read and follow instructions on making a card.</i></p> | |
| <p>* Lead-in</p> <ul style="list-style-type: none"> - Talk about cards with the class. Ask <i>Who do you send cards to? When do you send cards? Do you make cards or do you buy them?</i> <p>* Look at the pictures. What is the card for?</p> <ul style="list-style-type: none"> - Ask children to look at the pictures. Ask <i>What is the boy making?</i> - Point to the pictures for children to tell you what the boy does at each stage, e.g. <i>He folds the card. He draws a picture.</i> - Ask <i>What is the card for? (to thank a friend for inviting him to a party).</i> <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can understand and answer the questions correctly and fluently. - <i>Task completed:</i> Students can understand and answer the questions with support from the teacher. - <i>Task uncompleted:</i> Students are unable to understand and answer the questions with support from the teacher. | <ul style="list-style-type: none"> - Listen and answer the questions. - Look at the pictures and answer the questions. |
| <p>PRACTICE (10 minutes) <i>Aim: To help students find specific information in a text.</i></p> | |
| <p>* Listen and read. Track 103</p> | |

- Tell the children that they are going to hear a recording of instructions on how to make the card.
- Play the recording. Children listen and follow along.
- Play the recording a second time. Answer any questions.
- Ask comprehension questions, e.g. *What does the boy draw in the card? What does he write? Does his friend like the card?*

Differentiation

- **Below level:** Read the instructions as you demonstrate each step by making a card.

- **At level:** Ask children to close their books to play a memory game. Hold up your rectangle of card for the class. Ask *What do I do first?* Choose a child to give the first instruction (fold the card). Fold the card to demonstrate. Continue with the other stages. Mime all of the instructions.

- **Above level:** Ask children to write their own sentences on their cards to thank their friends. Encourage them to think of something they liked at the party.

→ 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 and put the sentences in the correct order.**

- Ask children to look at the exercise in their books. Explain that the sentences are in the wrong order. Ask *What's the first thing you do?* Elicit the correct answer and show the example answer.
- Ask children to number in the order in which the actions are done.

- Listen to the recording and follow along with your fingers.

- Listen again and ask questions if necessary.
- Read the text silently and think about the questions.
- Raise their hand when they know the answers.

- Listen to the teacher.
- Look at the example.

- Read the sentences silently and number in the order in which the actions are done.

| | |
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| <p>- Go over the answers with the class. Children say the sentences chorally, in the correct order.</p> <p>Answers a 2 b 1 c 5 d 4 e 3</p> <p>→ Expected outcomes and assessment.</p> <p>- <i>Task completed with excellence:</i> Students can complete the task individually.</p> <p>- <i>Task completed:</i> Students can complete the task in pairs/groups.</p> <p>- <i>Task uncompleted:</i> Students are unable to complete the task with support from the teacher.</p> | <p>- Say the sentences chorally, in the correct order.</p> |
| <p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students talk about which one they like, cards or presents and give the reason.</i></p> | |
| <p>* Do you like cards and presents? Why?</p> <p>- Ask the questions around the class.</p> <p>- Encourage individuals to ask other children the question.</p> <p>→ Expected outcomes and assessment.</p> <p>- <i>Task completed with excellence:</i> Students can talk about their opinions confidently in the front.</p> <p>- <i>Task completed:</i> Students can talk about their opinions in pairs.</p> <p>- <i>Task uncompleted:</i> Students are unable to talk about their opinions in pairs.</p> | <p>- Think about the questions.</p> <p>- Listen to the teacher’s demo.</p> <p>- Work in pairs to talk about which one you like, cards, or presents and tell the reason.</p> <p>- Talk in front of the class.</p> |

WEEK: 24

Period: 95

Date of teaching: from Feb 28, 2024 to Mar 1, 2024

**UNIT 9: WHAT TIME IS IT?
LESSON 6 – SKILLS TIME! – PERIOD 1**

A. DESIRED OBJECTIVES

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

1. Core competences**Listening**

- Match children with things they like.

Speaking

- Ask and answer about likes and dislikes, and give reasons.

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**

- *Recycled*: vocabulary seen previously.

2. Patterns: patterns seen previously.**3. Skills**: Listening and Speaking**C. RESOURCES AND MATERIALS**

- Student book - page 65
- Audio tracks 104
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

G. LEARNING EXPERIENCES

| Teacher's activities | Students' activities |
|--|-------------------------------------|
| WARM-UP/REVIEW (5 minutes) | |
| <i>Aim: To motivate students and help students to remember different types of party object and special day words.</i> | |
| * Warmer - Put the Special days flashcards on the board. Tell children that it's their birthday next week. In small groups, the children choose a present the group would like and write its name. | - Look at the flashcards carefully. |

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| <ul style="list-style-type: none"> - Ask a child from one group to stand up. Choose a present for them from the board. Say, e.g. <i>Your present from me is candy</i>. If the present is the same as the one the group wanted, put a check on the board. - Repeat the activity with different groups. * Game: What's the meaning? - Choose a word that is unknown to children, using a dictionary as needed. Children in groups of three, without using a dictionary, guess the meaning of the word and write down a definition. - Allow children a few minutes to think and write. - Encourage them to use their imaginations and emphasize that it doesn't have to be the correct meaning. - Collect the definitions and read them out loud. Children vote on what they think is the best definition. At the end, you can tell them the real meaning. - The idea of this game is to let the children be creative and practice their writing skills. → Expected outcomes and assessment. - <i>Task completed with excellence:</i> Students can write down the definition creatively and correctly. - <i>Task completed:</i> Students can think and write down the definition. - <i>Task uncompleted:</i> Students are unable to think and write down the definition. | <ul style="list-style-type: none"> - Work in groups, choose a present the groups would like and write its name - A child from one group stands up, choose a present and say <i>Your present from me is candy</i>. - Work in groups of three. - Without using a dictionary, guess the meaning of the word and write down a definition. - Listen to the teacher and vote on what you think is the best definition. - Listen to the teacher's real meaning. |
| <p>PRACTICE (20 minutes)</p> <p><i>Aim: To help students match children with things they like, ask and answer about likes and dislikes, then give reasons.</i></p> | |
| <ul style="list-style-type: none"> * Lead-in: - Ask children what they can remember about the reading text from the previous lesson. Ask <i>What does the boy make? How does he make it?</i> - Allow children to check the text on page 64 of their books to see how much they remembered. * Listen and match. Track 104 | <ul style="list-style-type: none"> - Answer the question. - Check the text on page 64 of your books to see how much you remembered. |

- Ask children to look at the objects on page 65 of their books. Ask them to predict what they are going to hear.
- Tell children that they are going to hear a recording of children talking about things they like or don't like.
- Play Track 104. Children listen and point to the items as they hear them mentioned.
- Play the recording again, stopping after the first item for children to match the person (*Trung*) to the item he mentioned (*animals*) and write *c* next to 1 in their books.
- Play the recording for children to complete the activity.

Answers 1 c 2 a 3 d 4 b

→ **Expected outcomes and assessment.**

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

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

- Ask children to look at the pictures in Exercise 1 and read the words in the box.
- Focus attention on the example in the speech bubbles.
- Explain to the class that they need to ask and answer questions about the children in Exercise 1, using the words in the box.

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can ask and answer the questions about the children in Exercise 1, using the words in the box with long sentences fluently.
- *Task completed:* Students can take turns asking and answering the questions about the children in Exercise 1, using the

- Look at the objects on page 65 of your books.
- Predict what you are going to hear.
- Listen and point to the items as you hear them mentioned.
- Listen to the first item and look at the teacher's demo.
- Listen and complete the activity.
- Peer-check answers with friends.
- Check the answers with the teacher.

- Look at the pictures in Exercise 1 and read the words in the box.
- Focus attention on the example in the speech bubbles.
- Work in pairs to take turns asking and answering questions about the children in Exercise 1, using the words in the box.
- Some of the pairs ask and answer questions for the class.

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| <p>words in the box and short, simple sentences.</p> <p>- <i>Task uncompleted:</i> Students are unable to take turns asking and answering the questions about the children in Exercise 1, using the words in the box and short, simple sentences.</p> | |
| <p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students ask and answer about likes and dislikes, then give reasons.</i></p> | |
| <p>* Ask and answer with a friend.</p> <p>- Read aloud the example speech bubbles.</p> <p>- In pairs, children take turns asking and answering questions about what they like giving reasons.</p> <p>→ Expected outcomes and assessment.</p> <p>- <i>Task completed with excellence:</i> Students can volunteer to ask and answer questions in the front.</p> <p>- <i>Task completed:</i> Students can take turns asking and answering questions about what they like giving reasons in pairs.</p> <p>- <i>Task uncompleted:</i> Students are unable to take turns asking and answering questions about what they like giving reasons in pairs.</p> | <p>- Listen to the teacher.</p> <p>- In pairs, take turns asking and answering questions about what they like giving reasons.</p> <p>- Volunteer to ask and answer the questions in the front.</p> |

WEEK: 24

Period: 96

Date of teaching: Mar 1, 2024

UNIT 9: WHAT TIME IS IT?**LESSON 6 – SKILLS TIME! – PERIOD 2****A. DESIRED OBJECTIVES**

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

1. Core competences**Speaking**

- Ask and answer about likes and dislikes, and give reasons.

Writing

- Write a thank you card.

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. Language**

- *Recycled*: vocabulary and patterns seen previously.

2. Skills: Listening, Speaking and Writing.**C. RESOURCES AND MATERIALS**

- Student book - page 65
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

D. LEARNING EXPERIENCES

| Teacher's activities | Students' activities |
|--|--|
| WARM-UP/REVIEW (10 minutes) <i>Aim: To motivate students and help students remember different types of party object and special day words.</i> | |
| * Game: What's the meaning? - Choose a word that is unknown to children, using a dictionary as needed. Children in groups of three, without using a dictionary, guess the meaning of the word and write down a definition. - Allow children a few minutes to think and write. | - Work in groups of three. - Without using a dictionary, guess the meaning of the word and write down a definition. |

- Encourage them to use their imaginations and emphasize that it doesn't have to be the correct meaning.
 - Collect the definitions and read them out loud. Children vote on what they think is the best definition. At the end, you can tell them the real meaning.
 - The idea of this game is to let the children be creative and practice their writing skills.
- **Expected outcomes and assessment.**
- *Task completed with excellence:* Students can write down the definition creatively and correctly.
 - *Task completed:* Students can think and write down the definition.
 - *Task uncompleted:* Students are unable to think and write down the definition.

- Listen to the teacher and vote on what you think is the best definition.
- Listen to the teacher's real meaning.

PRACTICE (20 minutes)

Aim: To help students write a thank you card.

*** Draw and write a thank-you card for a family member. Look at the example to help you.**

- Focus on the example text. Ask the children to read it, and elicit what type of things you can say in a thank-you card.
- Ask them to choose a family member they want to thank, and to think about what they want to thank them for, and what they can add to the card.
- Ask the children to write the text of the card in their notebooks.

Differentiation

- **Below level:** Brainstorm reasons to thank someone and write the children's ideas on the board. Then write *Here's a picture of a ... I know you like ...* and ask children to think about what their relative likes and how the sentences could be completed. Allow children to work in pairs to help each other.
- **At level:** Children complete the activity as suggested.
- **Above level:** Ask children to think of a present for that person and to mention the present in the card.

- Look at the example text and read it.
- Talk about what type of things you can say in a thank-you card.
- Choose a family member you want to thank, and to think about what you want to thank them for, and what you can add to the card.
- Write the text of the card in your notebooks individually.
- Read your text to your partners.
- Volunteer to read your text aloud in the front.

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| <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write a thank you card individually creatively. - <i>Task completed:</i> Students can write a thank you card with support from the teacher. - <i>Task uncompleted:</i> Students are unable to write a thank you card with support from the teacher. | |
| <p>PRODUCTION (5 minutes) <i>Aim: To help students talk about their thank you cards.</i></p> | |
| <p>* Talk about their thank you cards.</p> <ul style="list-style-type: none"> - Ask the children to talk about their thank you cards in groups. <p>→ Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about their thank you cards fluently in the front. - <i>Task completed:</i> Students can talk about their thank you cards in pairs. - <i>Task uncompleted:</i> Students are unable to talk about their thank you cards in pairs. | <ul style="list-style-type: none"> - Work in groups, talk about their thank you cards in groups. - Some volunteers come to the front and talk about their thank you cards. |

Ngày 19 tháng 02 năm 2024

Hiệu phó

Nguyễn Thị Thanh Hải

Ngày 02 tháng 02 năm 2024

Tổ trưởng



Huỳnh Thị Yến Trang