Week: 1 Date: 07/9- 11/9/2020.

Period: 1

**GETTING STARTED**

**Lesson 1**

**I. Aims:**

By the end of this lesson, students will be able to say "Hello!" and "Goodbye!".

**II. Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, flashcards.

**III. Languages focus:**

**Vocabulary:**hello, goodbye

**IV. Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’activities** |
| 5’ | **I.Warm-up**  **Sing and Dance.**  Play “i-Learn Smart Start” song (from YouTube) and make gestures following the lyrics, have students stand up and make the gestures. | - Stand up, sing and do |
| 25’ | **II. Presentation**  **New lesson**  **A- Listen and point. Repeat.**  CD1-Track 03:  - Have students listen to each new word.  - Have students listen to each new word and repeat all together and individually. Correct student’s pronunciation if necessary.  - Arrange the flashcards on the board. Play audio and have students listen and point at the pictures in their books.  - Play audio again and have students listen, repeat several times.  - Change the order of the flashcards, point at them individually and have students say the words, correct pronunciation when needed.  -Have students work in pairs, one points at the picture in the book and the other says the word.  -Play "Heads up. What's Missing?"   * Divide the class into two teams. * Arrange the flashcards on the board and remove one card when students are not looking. * One student from each team calls out the missing flashcard.   **B. Listen and point.**  1. Pre- listening: Introduce the situation.  2. While- listening:   * Play audio and have students look at the picture. * Demonstrate the activity by pointing at the words.  1. While-listening: Play the audio again. Have students listen and repeat.   4. While-listening: Play audio again. Have students listen, repeat and point.  5. Post- listening: Point at each word and have students call it out “hello/ goodbye.”   1. **Now, sing a song.**   1. Play audio and have students listen.  2. Play audio and have students turn to page 68.  3. Play audio and have students sing the song as a whole class.  4. Have some students sing in front of class. | - Listen to each new word.  - Repeat all together and individually. Correct student’s  - Point at the pictures in their books.  - Work in pairs, one points at the picture in the book and the other says the word.  - Two teams.  - One student from each team calls out the missing flashcard.  - Look at the picture.  -Listen and repeat  - Call it out “hello/ goodbye.”  - Listen  - Sing the song as a whole class.  - Some students sing in front of class. |
| 5’ | **III.Consolidation**  Play the game “Matching”.   * Write the words on the board. * Have students read the words on the board. * Give students flashcards. * Have students match the flashcards with the words on the board and call out the words. | – whole class/ students  - Match the flashcards with the words on the board and call out the words. |

Week: 1 Date: 07/9-11/9/2020

Period: 2

**GETTING STARTED**

**Lesson 1**

1. **Aims:**

By the end of this lesson, students will be able to understand basic classroom language.

1. **Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, flashcards.

1. **Languages focus:**

**Vocabulary:**stand up, sit down, listen

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’activities** | **Students’activites** |
| 5’ | **I. Warm-up**  Play the game “Look and Point”.   * Write the words in different areas on the board. * Teacher shows a flashcard. * Students use their fingers to point to the word on the board and say it loudly. | - Use their fingers to point to the word on the board and say it loudly. |
| 25’ | **II. Presentation**  **New lesson**  **A- Listen and point. Repeat.**  CD1-Track 06:  Have students listen to each new word.  Have students listen to each new word and repeat all together and individually. Correct student’s pronunciation if necessary.  Arrange the flashcards on the board. Play audio and have students listen and point at the pictures in their books.  Play audio again and have students listen, repeat several times.  Change the order of the flashcards, point at them individually and have students say the words, correct pronunciation when needed.  Have students work in pairs, one points at the picture in the book and the other says the word.  - Play the “GUESS” game.   * Arrange the flashcards on the board. * Write a number under each flashcard. * Have students look at the flashcards for the count of ten. * Turn the flashcards over to face the board when the students are not looking. * Call out a number and have students take turns guessing the face down card. * Turn the card over after each guess.   **B. Listen and point.**  1. Pre- listening: Introduce the situation.  2. While- listening:   * Play audio and have students look at the picture. * Demonstrate the activity by pointing at the words.  1. While-listening: Play the audio again. Have students listen and repeat.   4. While-listening: Play audio again. Have students listen, repeat and point.  5. Post- listening: Point at each word and have students call it out “Stand up/ sit down/ listen.”   1. **Now, sing a song.**   1. Play audio and have students listen.  2. Play audio and have students turn to page 68.  3. Play audio and have students sing the song as a whole class.  4. Have some students sing in front of class. | - Listen to each new word.  - Listen and repeat  - Look at the flashcards for the count of ten.  - Turn the flashcards over to face the board when the students are not looki  - Look at the picture  - Listen,pointand repeat.  - Call it out “Stand up/ sit down/ listen.”  - Listen  - Sing the song as a whole class |
| 5’ | **III.Consolidation**  Play the game “Listen and point”.   * Write the vocabulary in different areas on the board. * Teacher says a word (written on the board). * Students use their fingers to point at the word on the board and say it loudly. | - Use their fingers to point at the word on the board and say it loudly. |

**Week: 2 Date: 14/9-18/9/2020.**

Period: 3

**Unit1: FAMILY**

**Lesson 1**

1. **Aims:**

By the end of this lesson, students will be able to introduce family members.

1. **Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, flashcards.

1. **Languages focus:**

**Vocabulary:**father, mother

**Structures:**This is my (mother).

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’activities** |
| 5’ | **I. Warm-up**  Sing and Dance.   * Play “i-Learn Smart Start” song (from YouTube) and make gestures following the lyrics, have students Play “Simon says”   - Have students follow commands that start with “Simon says…”  - Give them different commands with or without “Simon says…” such as “stand up”, “Simon says stand up”, etc.  If it doesn’t start with “Simon says…”, students who do the action must sit down.  Have one student stand in front of the class to be Simon. | - Stand up and make the gestures  - Individuals / whole class.  - Whole class/ students - students |
| 25’ | **II. Presentation**  **New lesson**  **A- Listen and point. Repeat.**  CD1-Track 09:   1. Have students listen to each new word. 2. Have students listen to each new word and repeat all together and individually. Correct student’s pronunciation if necessary. 3. Arrange the flashcards on the board. Play audio and have students listen and point at the pictures in their books. 4. Play audio again and have students listen, repeat several times. 5. Change the order of the flashcards, point at them individually and have students say the words, correct pronunciation when needed. 6. Have students work in pairs, one points at the picture in the book and the other says the word 7. TPR practice step 1: say the word and make the gesture/ sound all together according to the word 8. TPR practice step 2: do the actions and students say the word accordingly 9. TPR practice step 3: have students work in pairs, 1 would do the action, the other say the word   Play the “GUESS” game.   * Arrange the flashcards on the board. * Write a number under each flashcard. * Have students look at the flashcards for the count of ten. * Turn the flashcards over to face the board when the students are not looking. * Call out a number and have students take turns guessing the face down card. * Turn the card over after each guess.   **B. Listen and point.**  1. Pre- listening: Introduce the situation, point at each person in the picture and have students call out the words “father, mother”.  2. While- listening:   * Play audio and have students look at the picture. * Demonstrate the activity by pointing at "father", "mother" in the picture.  1. While-listening: Play the audio again. Have students listen and repeat.   4. While-listening: Play audio again. Have students listen and point.  5. Post- listening: Point at each picture and have students call out the words again “father/ mother/ Kim.”   1. **Now, sing a song.**   1. Play audio and have students listen.  2. Play audio and have students turn to page 68.  3. Play audio and have students sing the song as a whole class. | - Listen and repeat  - Individuals/ pair work/ group work  -Whole class  - Call out the words  - Listen and repeat.  - Whole class |
| 5’ | **III. Consolidation**  Play the game “Lips read”.   * Teacher says a word silently. * Students say that word loudly. | -Say that word loudly |

Week: 2 Date: 14/9- 18/9/2020.

Period: 4

**Unit1: FAMILY**

**Lesson 1**

**I.Aims:**

By the end of this lesson, students will be able to introduce family members.

**II. Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, flashcards.

**III. Languages focus:**

**Vocabulary:**father, mother

**Structures:**This is my (mother).

**IV. Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’activities** |
| 5’ | **I. Warm-up**  Review. What is the missing letter?   * Have students look at the flashcards and call out the words. * Write them on the board. * Erase 1 or 2 letters of each word. * Have a student go to the board. * Show a flashcard and have that student call out the word and say the missing letter(s). * Repeat the activity with other students. | – Call out the words.  - Say the missing letters. |
| 25’ | **II.Presentation**  **New lesson**  **D- Role-play.**  1. Point to each person in the pictures and have students call out the words "father/mother".  2. Demonstrate the activity with a student using the speech bubbles.  3. Show a flashcard to the class and have students practice the structure. E.g. (Teacher shows a flashcard "mother") This is my mother.  4. Repeat the activity with another flashcard.  **Role-play:**  1. Divide the class into pairs.   1. Have pairs practice the conversations and swap roles.   3. Have some pairs demonstrate the activity in front of the class.  **E- Say.**  1. Divide the class into groups of four.  2. Have Student A introduce Students C and D as their family members to Student B, and have Student B say “Hello!”. Have Students C and D say “Hello!” to Student B.  2. Have students swap roles and repeat the activity.  3. Have some groups demonstrate the activity in front of the class. | - Call out the words "father/mother".  -Work in pairs  - Groups of four.  -Swap roles and repeat the activity. |
| 5’ | III. Consolidation  Review. **Unscramble sentences.**   * Have students work in groups of four. * Give each groups some flash cards, each card has a word on it. * Set a time limit for the completion of the task. * Have students arrange words to make sentences. There are 2 sentences for each group. * Check answers.   .  mother  This  father  .  This  is  is  my  my | -Work in groups  -Arrange words to make sentences. |

**Week :3 Date : 21/9- 25/9/2020**

**Period: 5**

**Unit1: FAMILY**

**Lesson 2**

**I.Aims:**

By the end of this lesson, students will be able to recognize the /æ/ and /b/ sounds.

1. **Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.

**Students’ aids:** Student book, notebooks, workbook.

1. **Languages focus:**

**Vocabulary:**Aa, Bb, ant, boy

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’activities** | **Students’activities** |
| 5’ | **I.Warm-up**  - Option 1: Sing.  Play audio Part C and have students sing the song.  - Option 2: Play the game “Matching”.   * Write the words/sentences on the board. * Have students read the words/sentences on the board. * Give students flashcards. * Have students match the flashcards with the words/sentences on the board and call out the words/sentences. | * Teacher – whole class * Teacher - students |
| 25’ | **New lesson**  **The alphabet (5’)**  1. Play the alphabet song and have students listen.  2. Play audio again and sing the song.  3. Put the flashcards on the board for the letters in red (a and b).  4. Point to each flashcard, call out the letter's name, and have students repeat.  **Letter A**  **1- Listen and repeat. Trace. (10’)**  **Listen and repeat:**  1. Have students look at the letter.  2. Play audio. Have students listen and repeat all together and individually. Correct student’s pronunciation if necessary.  3. Have some students demonstrate the activity in front of the class.  **Trace:**  1. Have students call out the letter sound.  2. Demonstrate the steps of tracing the letters with your finger.  3. Have students trace the letters with their fingers.  4. Have some students demonstrate the activity in front of the class.  **2- Listen and repeat. (5’)**  **Listen and repeat:**  1. Have students look at the picture, letter and word.  2. Play audio. Have students listen and point to the letter and word as they hear.  3. Have students listen and repeat all together and individually. Correct student’s pronunciation if necessary.  4. Have some students demonstrate the activity in front of the class.  **3- Sing. (5’)**  1. Have students look at the lyrics and pictures.  2. Read the lyrics as a whole class.  3. Play audio, have students listen and point at the letters/words.  4. Have students listen and sing along.  5. Have students sing and make a gesture (of an ant).  6. Have some students sing and make the gesture in front of the class. | * Teacher - whole class * Teacher – whole class/ individuals * Teacher – whole class/ individuals * Teacher – whole class/ students |
| 5’ | **Wrap-up (5’)**  **4- Listen and clap.**  1. Demonstrate the activity.  2. Have students stand up.  3. Have students clap when they hear the 'a' sound.  4. Have some students demonstrate the activity in front of the class. | * Teacher – whole class/ students |

**Week: 3** Date: 21/9-25/9

**Period: 6**

**Unit1: FAMILY**

**Lesson 2**

**I. Aims:**

By the end of this lesson, students will be able to recognize the /æ/ and /b/ sounds.

**II. Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.

**Students’ aids:** Student book, notebooks, workbook.

**III. Languages focus:**

**Vocabulary:**Aa, Bb, ant

**IV. Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’activites** |
| 5’ | **I.Warm-up& Review**  Singing.   * Have students sing the songs of letter ‘a’ again. * Have them sing and make the gesture of an ant. * Have some students sing and make the gesture in front of the class. | -Sing the song  - Make the gesture |
| 25’ | **II.Presentation**  **Letter B**  **1- Listen and repeat. Trace.**  **Listen and repeat:**  1. Have students look at the letter.  2. Play audio. Have students listen and repeat all together and individually. Correct student’s pronunciation if necessary.  3. Have some students demonstrate the activity in front of the class.  **Trace:**  1. Have students call out the letter sound.  2. Demonstrate the steps of tracing the letters with your finger.  3. Have students trace the letters with their fingers.  4. Have some students demonstrate the activity in front of the class.  **2- Listen and repeat.**  **Listen and repeat:**  1. Have students look at the picture, letter and word.  2. Play audio. Have students listen and point to the letter and word as they hear.  3. Have students listen and repeat all together and individually. Correct student’s pronunciation if necessary.  4. Have some students demonstrate the activity in front of the class.  **3- Sing.**  1. Have students look at the lyrics and pictures.  2. Read the lyrics as a whole class.  3. Play audio, have students listen and point at the letters/words.  4. Have students listen and sing along.  5. Have students sing and make a gesture (of a boy).  6. Have some students sing and make the gesture in front of the class.  **4- Listen and jump. (5’)**  1. Demonstrate the activity.  2. Have students stand up.  3. Have students jump when they hear the 'b' sound.  4. Have some students demonstrate the activity in front of the class. | - Look  - Listen and repeat  - Demonstrate  -Call out the letter sound  -Demonstrate  -Look  - Listen and ponit  - Listen and repeat  - Look  - Read the lyrics  - Listen and point  -Sing along  - Make the gesture  -Stand up  - Demonstrate |
| 5’ | **III.Consolidation**  Play the game “Listen and tap”.   * Write the letters and the words in different areas on the board. * Divide the class into groups. * Invite a student from each group to go to the board. * Call out a letter sound or a word. * The students will run and slap the letter or the word on the board and say it loudly. * The faster student will be the winner. * Repeat the activity with other students.   - Option 2: Review. Play the game “Act it out”.   * Invite a student to come to the front of the class. * Show him/her a phonics card or whisper a word and have that student act it out. * Have other students guess the answer. * Repeat the activity with other students. | -Look  -Work in groups  -Call out the sound letter.  - Run and slap |

**Week :4** Date: 28/9-2/10/2020

**Period :7**

**Unit1: FAMILY**

**Lesson 3**

**I**.**Aims:**

By the end of this lesson, students will be able to introduce family members and meet someone politely.

**II.Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.

**III. Languages focus:**

**Vocabulary:**brother, sister.

**Structures:**

This is my (brother).

Nice to meet you.

Nice to meet you, too.

**IV. Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’activities** |
| 5’ | **I. Warm-up (5’)**  Review. Singing.   * Have students sing the songs of letter ‘b’ again. * Have them sing and make the gesture of a boy. * Have some students sing and make the gesture in front of the class. | - Sing the songs of letter ‘b’ again.  - Sing and make the gesture in front of the class. |
| 25’ | **II.Presentation**  **New lesson**  **A- Listen and point. Repeat.**  CD1-Track 20:  - Have students listen to each new word.  - Have students listen to each new word and repeat all together and individually. Correct student’s pronunciation if necessary.  - Arrange the flashcards on the board. Play audio and have students listen and point at the pictures in their books.  - Play audio again and have students listen, repeat several times.  - Change the order of the flashcards, point at them individually and have students say the words, correct pronunciation when needed.  Play the “GUESS” game.   * Arrange the flashcards on the board. * Write a number under each flashcard. * Have students look at the flashcards for the count of ten. * Turn the flashcards over to face the board when the students are not looking. * Call out a number and have students take turns guessing the face down card. * Turn the card over after each guess.   **B. Listen and point.**  1. Pre- listening: Introduce the situation, point at each person in the picture and have students call out the words “father, mother, brother, sister”.  2. While- listening:   * Play audio and have students look at the picture. * Demonstrate the activity by pointing at "father", "mother", "sister", "brother" in the picture.   3.While-listening: Play the audio again. Have students listen and repeat.  4. While-listening: Play audio again. Have students listen and point.  5. Post- listening: Point at each picture and have students call out the words again “This is my father/ mother/ brother/….”  6. Post-listening: Have some students demonstrate the activity in front of the class. | - Listen to each new word and repeat all together and individually.  - Look at the flashcards.  - Take turns guessing the face down card.  - Call out the words “father, mother, brother, sister”.  - Listen and repeat. |
| 5’ | **III. Consolidation**  Review. **Jump to say yes.**   * Askthechildren to stand bytheirdesks. * Hold up a flashcard from thevocabularyset (*father, mother, brother,sister*)and sayaword. * Iftheword is thesameas theflashcard,theyjump. Ifit isn’t,theystandstill. * Alternatively,askchildrento put theirhands up ifthewordand theflashcardarethesame. | - Stand bytheirdesks.  - Iftheword is thesameas theflashcard,theyjump. Ifit isn’t,theystandstill  - Put theirhands up ifthewordand theflashcardarethesame. |

**Week:** 4 Date: 28/9-2/10/2020

**Period: 8**

**Unit1: FAMILY**

**Lesson 3**

**I. Aims:**

By the end of this lesson, students will be able to introduce family members and meet someone politely.

**II. Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, flashcards.

**III. Languages focus:**

**Vocabulary:**brother, sister.

**Structures:**

* This is my (mother).
* Nice to meet you.
* Nice to meet you too.

**IV. Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’activities** |
| 5’ | **I. Warm-up**  Review. What is the missing letter?   * Have students look at the flashcards and call out the words. * Write them on the board. * Erase 1 or 2 letters of each word. * Have a student go to the board. * Show a flashcard and have that student call out the word and say the missing letter(s). * Repeat the activity with other students. | - Look at the flashcards and call out the words.  - Call out the word and say the missing letter(s). |
| 25’ | **II. Presentation**  **New lesson**  **D- 1. Listen to the story.**  1. Pre-listening: Have students look at the picture. Point to each person in the pictures and have students call out the people they see.  2. While-listening:   * Play audio and have students look at the picture and people. * Demonstrate the activity by pointing at the speech bubbles. * Have students listen, point and read.   3. Post-listening: Point at each person in the picture and have students say "Hello Vinh/ Bobby/ Ms. Betty/...".   1. **Listen and repeat: (5')**   1. Have students look at the useful language box.  2. Play audio. Have students listen to the useful language.  3. Have students practice the useful language.  4. Have some students demonstrate the activity in front of the class.  **E - Role-play:**  1. Divide the class into pairs.  2. Have pairs practice the conversations and swap roles.  3. Have some pairs demonstrate the activity in front of the class. | -Call out the people they see.  -Listen, point and read.  - Look  - Listen to the useful language.  - Practice the useful language.  -Demonstrate the activity in front of the class. |
| 5’ | **III.Consolidation**  Review. **Family fingers.**   * Have students draw various faces on their fingers, then work in pairs. * Take turns introducing their family members.   *E.g. This is my father.*  *This is my brother.* | - Draw various faces on their fingers, then work in pairs.  - Take turns introducing their family members. |

Week: 5 Date :5/10-9/10-2020

Period: 9

**UNIT2: SCHOOL**

**Lesson 1**

**I.Aims:**

By the end of this lesson, students will be able to identify classroom objects.

**II. Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, flashcards.

**III. Languages focus:**

**Vocabulary:**pencil, book, bag

**Structures:**

* It’s a (pencil).

**IV.Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’activities** |
| 5’ | **I. Warm-up (5’)**  - Review. Introduce family.   * Have students bring photos of their families. * Have them work in pairs, introduce their family to their partners. * Have some students demonstrate the activity in front of the class. | -Work in pairs  - Demonstrate the activity in front of the class. |
| 25’ | **II.Presentation**  **New lesson**  **A- Listen and point. Repeat.**  CD1-Track 25:  -Have students listen to each new word.  - Have students listen to each new word and repeat all together and individually. Correct student’s pronunciation if necessary.  - Arrange the flashcards on the board. Play audio and have students listen and point at the pictures in their books.  - Play audio again and have students listen, repeat several times.  - Change the order of the flashcards, point at them individually and have students say the words, correct pronunciation when needed.  - Have students work in pairs, one points at the picture in the book and the other says the word  Play "Heads up. What's Missing?"   * Divide the class into two teams. * Arrange the flashcards on the board and remove one card when students are not looking. * One student from each team calls out the missing flashcard.   **B. Listen and point.**  1. Pre- listening: Introduce the situation, point at each person/things in the picture and have students call out the words.  2. While- listening:   * Play audio and have students look at the picture. * Demonstrate the activity by pointing at the things in the picture.  1. While-listening: Play the audio again. Have students listen and repeat.   4. While-listening: Play audio again. Have students listen and point.  5. Post- listening: Point at each picture and have students call out the words again “pencil/ book/ bag.” | -Listen to each new word and repeat all together and individually  -Work in pairs, one points at the picture in the book and the other says the word  -Play the game  - Call out the words  - Look  - Listen and repeat |
| 5’ | **III.Consolidation**  **Now, sing a song.**  1. Play audio and have students listen.  2. Play audio and have students turn to page 68.  3. Play audio and have students sing the song as a whole class.  4. Have some students sing in front of the class. | -Listen  - Sing and do |

Week: 5 Date : 5/10-9/10/2020

Period: 10

**UNIT2: SCHOOL**

**Lesson 1**

**I. Aims:**

By the end of this lesson, students will be able to identify classroom objects.

**II. Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, flashcards.

**III. Languages focus:**

**Vocabulary:**pencil, book, bag.

**Structures:**

* It is a (pencil).

**IV. Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’actiities** |
| 5’ | **I.Warm-up& Review**  Review. Play the game “Lips read”.   * Teacher says a word or a sentence silently. * Students say that word or that sentence loudly. * Have other students take turns playing the role of the teacher. | - Say the word or sentence loudly. |
| 25’ | **II.Presentation**  **New lesson**   1. **Point and say.**   **Practice** *(optional)*  1. Show a ﬂashcard to the class.  2. Have students practice the structure using the new word.  3. Repeat with other flashcards.  e.g. (Teacher shows the ﬂashcard "pencil")  • Class: “It’s a pencil.”  **Point and say:**  1. Divide the class into pairs.  2. Have Student A point to the pictures and Student B say “It’s a pencil/…”.  3. Swap roles and repeat.  4. Afterwards, have some pairs demonstrate the activity in front of the class.  **E- Play “Guess the object.**  1. Divide the class into pairs.  2. Have students look at the example.  3. Have Student A cover their eyes while Student B gives them an object to touch.  4. Have Student A try to guess what the object is.  5. Have students swap roles and repeat.  4. Afterwards, have some pairs demonstrate the activity in front of the class. | - Practice the structure using the new word  -Student A point to the pictures and Student B say “It’s a pencil/…”.  -Work in pairs  -Some pairs demonstrate the activity in front of the class. |
| 5’ | **III. Consolidation**  **Wrap-up**  Review. Play the game “Listen and point”.   * Write the vocabulary + structures in different areas on the board. * Teacher says a word or a sentence (written on the board) * Students use their fingers to point at the word or the sentence on the board and say it loudly. | -Look  -Use their fingers to point at the word or the sentence on the board and say it |

Week: 6 Date: 12/10-16/10/2020

Period: 11 **UNIT2: SCHOOL**

**Lesson 2**

1. **Aims:**

By the end of this lesson, students will be able to recognize the /k/ and /d/ sounds.

**II. Teacher’s aids:** student book and teacher’s book, class CDs, flashcards.

**III. Languages focus:**

**Vocabulary:**Cc, Dd, cap, door

**IV.Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’activities** |
| 5’ | **I. Warm-up**  Play the game “Unscramble”.   * Divide the class into small groups and give each group a mini-board. * Show the unscramble words and ask the groups to write the correct answers on the mini-boards. E.g. okbo -> book. * The group with more correct words in shorter time will be the winner. | -Work in groups  -Answer on the mini-board. |
| 25’ | **II. Presentatio**  **New lesson**  **The alphabet**  1. Play the alphabet song and have students listen.  2. Play audio again and sing the song.  3. Put the flashcards on the board for the letters in red (c and d).  4. Point to each flashcard, call out the letter's name, and have students repeat.  **Letter C**  **1- Listen and repeat. Trace.**  **Listen and repeat:**  1. Have students look at the letter.  2. Play audio. Have students listen and repeat all together and individually. Correct student’s pronunciation if necessary.  3. Have some students demonstrate the activity in front of the class.  **Trace:**  1. Have students call out the letter sound.  2. Demonstrate the steps of tracing the letters with your finger.  3. Have students trace the letters with their fingers.  4. Have some students demonstrate the activity .  **2- Listen and repeat.**  **Listen and repeat:**  1. Have students look at the picture, letter and word.  2. Play audio. Have students listen and point to the letter and word as they hear.  3. Have students listen and repeat all together and individually. Correct student’s pronunciation if necessary.  4. Have some students demonstrate the activity in front of the class.  **3- Sing.**  1. Have students look at the lyrics and pictures.  2. Read the lyrics as a whole class.  3. Play audio, have students listen and point at the letters/words.  4. Have students listen and sing along.  5. Have students sing and make a gesture (of a cap).  6. Have some students sing and make the gesture in front of the class. | -Listen  - Sing the song  - Repeat  -Look at the picture.  -Demonstrate  - Call out the letter sound.  - Trace the letters with their fingers.  - Demonstrate the activity  -Look  - Listen and point  - Repeat all together and individually.  -Look at the lyrics and pictures.  - Listen and point at the letters/words.  - Sing and make the gesture |
| 5’ | **III. ConsolidationWrap-up**  **4- Listen and hop.**  1. Demonstrate the activity.  2. Have students stand up.  3. Have students hop when they hear the 'c' sound.  4. Have some students demonstrate the activity in front of the class. | -Listen and demonstrate the activity in front of the class. |

Week: 6 Date: 12/10-16/10/2020

Period: 12

**UNIT2: SCHOOL**

**Lesson 2**

**I. Aims:**

By the end of this lesson, students will be able to recognize the /k/ and /d/ sounds.

**II. Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, flashcards.

**III. Languages focus:**

**Vocabulary:**Cc, Dd, cap, door.

**IV. Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’activities** |
| 5’ | **I.Warm-up**  Review. Singing.  - Have students sing the song of letter ‘c’ again.  - Have them sing and make the gesture of a cap.  - Have some students sing and make the gesture in front of the class. | -Sing the song of letter ‘c’ again.  - Sing and make the gesture of a cap.  - Sing and make the gesture in front of the class. |
| 25’ | **I.Presentation**  **New lesson**  **Letter D**  **1- Listen and repeat. Trace.**  **Listen and repeat:**  1. Have students look at the letter.  2. Play audio. Have students listen and repeat all together and individually. Correct student’s pronunciation if necessary.  3. Have some students demonstrate the activity in front of the class.  **Trace:**  1. Have students call out the letter sound.  2. Demonstrate the steps of tracing the letters with your finger.  3. Have students trace the letters with their fingers.  4. Have some students demonstrate the activity in front of the class.  **2- Listen and repeat.**  **Listen and repeat:**  1. Have students look at the picture, letter and word.  2. Play audio. Have students listen and point to the letter and word as they hear.  3. Have students listen and repeat all together and individually. Correct student’s pronunciation if necessary.  4. Have some students demonstrate the activity in front of the class.  **3- Sing. (5’)**  1. Have students look at the lyrics and pictures.  2. Read the lyrics as a whole class.  3. Play audio, have students listen and point at the letters/words.  4. Have students listen and sing along.  5. Have students sing and make a gesture (of a door).  6. Have some students sing and make the gesture in front of the class. | -Look at the letter  - Listesn and repeat  -Demonstrate  -Call out the letter sound  - Trace the letter with their fingers.  - Look at the picture, letter and word.  - Listen and point to the letter and word as they hear.  - Demonstrate the activity in front of the class.   * Teacher/ individuals/ Students in pairs |
| 5’ | **III. Consolidation**  **Listen and clap.**  1. Demonstrate the activity.  2. Have students stand up.  3. Have students clap when they hear the 'd' sound.  4. Have some students demonstrate the activity in front of the class. | - Look  - Stand up  - Demonstrate |

**Week:** 7 **Date : 19/10-23/10/2020**

**Period: 13**

**REVIEW 1**

**I.Objectives:**By the end of this lesson, students will introducing family members.

**II. Teaching aids:**Student book and teacher’s book, class CDs, flashcards

**III. Languages focus:**

**Vocabulary:**review father, mother, brother, sister.

**Structures:**

* This is my (brother).

**IV.Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’activities** |
| 5’ | 1. **Warm-up& Review**   Review. Singing.   * Have students sing the songs of letters ‘c’ and ‘d’ again. * Have them sing and make the gestures of a cap or a door. * Have some students sing and make the gestures.   Review. Hop or Clap.   * Call out a letter sound or a word with that letter. * Have students stand up and hop if they hear the ‘c’ sound or clap if they hear the ‘d’ sound. | -Sing the song  -Stand up and hop if they hear the ‘c’ sound or clap if they hear the ‘d’ sound. |
| 25’  5’ | **II. Presentation**  **New lesson**  **A- Listen and circle (A or B).**  1. Pre-listening: Have students look at the pictures. Point to each person in the pictures and have students call out the people they see.  2. While-listening:   * Play audio and have students look at the picture and people * Demonstrate the activity by pointing at the example. * Have students listen and circle.   3. Post-listening: Check the answers as a whole class.  4. Post-listening: Point at each person in the picture and have students say "This is my mother/...".  5. Post-listening: Have some students demonstrate the activity in front of the class.  **III. Consolidation**  **Play "Stepping Stones":**  1. Divide the class into pairs.  2. Have Student A start at A and say the first sentence.  3. Have Student B start at B and say the first sentence.  4. Have students take turns saying the sentences and go all the way round.  5. Have some pairs demonstrate the activity in front of the class. | -Call out the people  -Look  -Listen and circle  -Demonstrate the activity in front of the class.  -Work in pairs  - Demonstrate the activity in front of the class. |

**Week:** 7 **Date : 19/10-23/10/2020**

**Period: 14**

**REVIEW 2**

**I. Aims:**

By the end of this lesson, students will review identifying classroom objects.

**II. Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, flashcards.

**III. Languages focus:**

**Vocabulary:**review pencil, bag, book.

**Structures:**

* It’s a (pencil).

**IV. Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’activities** |
| 5’ | **I.Warm-up& Revi**  Review. Play the game “Family Jumble”.   * Mix the flashcards of Unit 1 - lessons 1 and 3. * Put them on a table in front of the class. * Divide the students into two teams. * Invite a student from each group to go to the board. * Say a word and have the students race to find the flashcard. | -Work in groups  - Race to find the flashcard |
| 25’ | **II.Presentation**  **New lesson**  **A- Listen and circle (A or B).**  1. Pre-listening: Have students look at the pictures. Point to each object in the pictures and have students call out the objects they see.  2. While-listening:   * Play audio and have students look at the picture and objects. * Demonstrate the activity by pointing at the example. * Have students listen and circle.   3.Post-listening: Check the answers as a whole class.  4.Post-listening: Point at each object in the picture and have students say "It's a bag/...".  5.Post-listening: Have some students demonstrate the activity.   1. **Play "Guess the picture":** 2. Have students look at the example. 3. Divide the class into 2 teams. 4. Have a student stand facing away from the board and stick a flashcard on the board behind him/her. 5. Have the student try to guess the answer without looking at the flashcard. 6. Give that team 1 point if it's a correct guess. 7. Have teams take turns. | -Look at the picture  -Listen and circle  -Demonstrate the activity  -Look at the example  -Guess the answer without looking at the flashcard. |
| 5’ | **III.Consolidation**  Review. Draw and guess.   * Have a student come to the board and whisper the name of an object he/she will draw. * Have the student draw a part of a classroom object on the board for the rest of the class to guess what it is. * The first child to guess the object correctly comes to the front of the class to draw the next picture. * Repeat until all the objects have been used. | - Come to the board and whisper the name of an object.  - Draw a part of a classroom object on the board.  - Guess the object correctly comes to the front of the class. |

**Week:**  8 **Date : 26/10-30/10/2020**

**Period: 15**

**UNIT 3 : COLORS**

**Lesson 1**

1. **Aims:**

By the end of this lesson, students can name the basic colors.

1. **Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, flashcards

1. **Languages focus:**

**Vocabulary:** red, yellow, blue

**Structure :**

* It’s (red).

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’activities** |
| 5’ | **I. Warm-up**  **Guessing game**   * Students work in groups. * Show a half of a picture of a school thing. * Students work in groups to try to guess what object in the picture is. * The students who gives a correct guessing will get one point. | - Work in groups  - Guess |
| 25’ | **II. Presentation**  **New lesson**  **A- Listen and point. Repeat.**  CD1- Track 38   * Use flashcards, crayons or colored pencils to introduce the new words: red, yellow, blue * Have students listen to each new word. * Have students listen to each new word and repeat all together and individually. Correct student’s pronunciation if it’s necessary. * Arrange the flashcards on the board. Play audio and have students listen and point to the pictures in their books. * Play audio again and have students listen, repeat several times. * Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed. * Have students work in pairs, one of them points to the picture in the book and the other says the word. * Have students hold up their crayons/ colored pencil that is red, yellow or blue and say that color.   Play the game: **Pass the card**   * Give student a red card. * Have students listen to music and pass the card. * Stop music. * Have the student with the red card stand up and say ‘red’. * Change the card and continue the game.   **B- Listen and point.**  CD1- Track 39   * Have students look at the picture, identify details (if they can) and colors in the picture. * Introduce the situation. * Play audio and have students look at the picture. * Demonstrate the activity by pointing to the new vocabulary items. * Play audio. Have students listen and point. * Have students work in pairs, one point to the color and one say it out loud.   **C- Sing.**  CD1- Track 40   * Have students turn to page 68. * Read the lyrics as a whole class. * Play audio and have students listen. * Play audio again and have students listen and sing along. | - Listen to each new word and repeat all together and individually.  - Work in pairs  - Listen to music and pass the card.  - Look at the picture.  - Listen and point  - Read the lyrics as a whole class.  - Listen and sing along. |
| 5’ | **III. Consolidation:Read my lips**   * Have two teams set up and the first person on each team must watch the teacher’s mouth. * Set a word with no voice, just move his/her lips in tongue in the correct way. The first team guess the word correctly gets a point.   - Have students make a sentence with that word. | - Work in groups.  - Make a sentence with that word |

**Week: 8 Date: 26/10-30/10/2020**

**Period: 16**

**UNIT 3: COLORS**

**Lesson 1**

1. **Aims:**

By the end of this lesson,

1. **Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, flashcards.

1. **Languages focus:**

**Vocabulary:** red, yellow, blue

**Structures :**

* It’s (red).

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’activities** |
| 5’ | **I. Warm-up**  **Play the game: Clap, jump and hop**   * Set a rule about three colors of the previous lesson: Red- clap, Yellow – jump, Blue - hop * Play the audio of track 40. Have students listen and act out when they hear the color. | - Listen and act out when they hear the color. |
| 25’ | **II. Presentation**  **New lesson**  **D- Point and say.**   * Have students look at the pictures and identify the things. Ask them to tell the colors. * Divide the class into pairs. * Have Student A point to the pictures and Student B say, e.g. "It's red." Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class.   **Guessing game**   * Cover some pictures and have students guess. * Give the correct answers to the students.     **E- Play “ Find the color”**   * Have students work in groups of four. * Have students look at the example. * Have students take turns coming to the front of the class and give some examples. * Have the other students try to find objects that are the same color and say the sentence. | - Look at the pictures and identify the things.  - Work in pairs.  - Some pairs demonstrate the activity in front of the class.  - Guess  - Work in groups  - Look at the example.  - Take turns  - Try to find objects that are the same color and say the sentence. |
| 5’ | **III. Consolidationn**  **Spelling game**   * Dividetheclass into two teams and playa spelling game * .Writethe words *red, yellow, blue*on theboardwith oneoftheletters missing.Holdup therelevant card.Children shout out thewordand themissing letter. * Teams taketurns. Awarda point foreach correctanswer. | - Play the game |

**Week: 9 Date: 2/11-6/11-2020**

**Period: 17**

**UNIT 3 :COLORS**

**Lesson 2**

1. **Aims:**

By the end of this lesson, students will review /æ/ , /b/, /k/ and /d/ sounds.

1. **Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, flashcards.

1. **Languages focus:**

**Vocabulary:**Review

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’activities** |
| 5’ | 1. **Warm-up**   **1: Sing The alphabet song**   * Play the alphabet song and have students listen. * Play audio again and sing the song. * Put the flashcards on the board for the letters in red (a , b , c, and d). Point to each flashcard, call out the letter's name, and have students repeat.   **2: Read my lips**   * Have two teams set up and the first person on each team must watch the teacher’s mouth. * Set a letter with no voice, just move his/her lips in tongue in the correct way. The first team to guess correctly gets a point. | -Sing the song  -Work two teams |
| 25’ | **II.Presentation**  **New lesson**  **1.Listen and repeat.**  CD1- Track 41   * Have students look at the pictures. * Point to the pictures and say the letters' sounds. * Play audio. Have students listen and repeat the letter sounds. ( whole class/ individuals)   **2. Listen and point.**  CD1- Track 42   * Have students look at the pictures. * Demonstrate pointing to the correct letter when you hear the sound. * Play audio. Have students point to the correct picture at the top of the page when they hear the appropriate sound.   **3. Put a tick (√) or a cross (x).**   * Have students look at the pictures and call out the beginning sounds. Demonstrate the activity using the example. * Have students put a tick or a cross. * Check answers as a whole class   **4. Play “ Magic fingers”.**   * Have students look at the example. * Divide the class into pairs. * Have Student A draw a letter on Student B's back. * Have Student B try to guess which letter it is. * Have students swap roles and repeat. | -Look  -Listen and repeat  -Look at the pictures  - Point to the correct picture  -Look at the pictures  -Put a tick or a cross.  -Look  - Work in pairs  -Repeat |
| 5’ | III.Consolidation  **Find the letter**   * Stick each letter cards (a- z) on a small plastic ball. Put all the balls into a basket. * Arrange the students in two lines. * Say one of the letters ( a to d). * Have the first students in the lines race to the basket to find the ball with correct letter. * The student who finds the ball first and names it correctly gets a point for his/her team. | -Look  -Make two lines  -Race and find |

**Week:** 9 **Date: 2/11-6/11/2020**

**Period: 18**

**UNIT 3: COLORS**

**Lesson 2**

1. **Aims:**

By the end of this lesson, students will review /æ/ , /b/, /k/ and /d/ sounds.

1. **Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, flashcards.

1. **Languages focus:**

**Vocabulary:**Review

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’activities** |
| 5’ | **I.Warm-up**  **1: Sing the alphabet song**   * Play audio and have students sing along. * Have one student stand up for each letter they sing.   **2*:*Speed race**   * Put 4 chairs in front of the board. * Divide the class into 4 teams. * Have a student from each team stand up. * Put a phonics card on each chair. * Call out one of the phonics cards. * The students standing try to be the first to sit on the chair with the corresponding phonics card. * The first student to sit on the chair wins a point for his/her team. The team with the most points wins. | -Sing along  -Work in 4 teams  -Sit on the chair with the corresponding phonics card. |
| 25’ | **II.Presentation**  **New lesson**  **1. Listen and repeat.**  CD1- Track 43   * Have students look at the pictures. * Point to the pictures and say the letters' sounds. * Play audio. Have students listen and repeat the letter sounds.   **2. Listen and point.**  CD1- Track 44   * Have students look at the pictures. * Demonstrate pointing to the correct letter when you hear the sound. * Play audio. Have students point to the correct picture at the top of the page when they hear the appropriate sound.   **3. Write the letter.**   * Have students look at the pictures and call out the beginning sounds. Demonstrate the activity using the example. * Have students write the letters. * Check answers as a whole class.   **4. Play “Stepping stones”**   * Divide the class into pairs. * Have Student A start at A and say the first letter sound or word. * Have Student B start at B and say the first letter sound or word. * Have students take turns saying the letter sounds or words as they go all the way around. | -Look  -Listen and repeat  -Look  -Point  -Look and call out the sounds.  -Write  -Work in pairs  -Take turns saying theletter |
| 5’ | **III. Consolidation**  **1:Pass the ball**   * Give student a ball. * Have students listen to music and pass the ball. * Stop music. * Have the student with a ball say the sound of letters a, b, c and d   **2: Letter chain**  - Place letter cards from a to d on the board.  - Ask one student to say the first letter.  - Ask another student to say the next letter.  - Continue with each student saying the next letter in the sequence, returning to the beginning when necessary.  - Remove one letter. The class repeats the sequence, including the missing letter.  - Remove one more letter each time, until students are saying the whole alphabet from their memory. | -Pass the ball  -Say the sounds  -Say the first letter  -Work in teams |

**Week: 10 Date: 9/11-13/11/2020**

**Period: 1 9**

**UNIT 3: COLORS**

**Lesson 3**

**I.Aims:**

By the end of this lesson, students will be able to identify the color of objects and show gratitude.

**II.Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, flashcards.

**III.Languages focus:**

**Vocabulary:**pink, white, flower

**Structures:**

* It's a (pink) flower.
* Thank you.
* You're welcome.

**IV.Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’activities** |
| 5’ | **I.Warm-up**  **Sing the alphabet song**  **Whisper**   * Arrangechildren into rows ofat least six. * Secretlyshow a flashcard tothefirst child in each group.This child whispers thewordto thechild next to him/her. * Children continue whispering theword to thechild nextto them until thewordreaches thefinal child. * Thefinalchildsays thewordout loud,and thefirst child holds up theflashcard to see whethertheword is correct. | -Sing the song  -Work in teams  -Play the game |
| 25’ | **II.Presentation**  **New lesson**  **A-Listen and point. Repeat.**  CD 1- Track 45   * Arrange the flashcards on the board, play audio, and point to each flashcard. * Play audio again and have students point to the pictures. * Play audio again and have students listen and repeat.   **Play "Guess."**   * Arrange the flashcards on the board and write a number under each card. * Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking. * Call out a number and have students take turns to guess the face-down card. Turn the card over after each guess.   **B-1. Listen and point.**  CD1- Track 46   * Have students call out the things they can see. * Have students listen and follow. * Play audio and demonstrate pointing. * Play audio. Have students listen and point.   **2. Listen and repeat.**  CD1- Track 47   * Have students look at the useful language box. * Play audio. Have students listen to the useful language. * Have students practice the useful language.   **C-Play "Guess the picture."**   * Have students look at the example. * Divide the class into two teams. * Have a student stand facing away from the board and stick a flashcard on the board behind them. * Have the student try to guess the answer without looking at the flashcard. * Give that team one point if it's a correct guess. * Have teams take turns. | - Point  -Call out the things.  -Listen and point  - Look  - Listen  - Practice  -Work in teams  -Guess the answer |
| 5’ | III. ConsolidationMusicalcards  * Playsomelivelymusic. * Hand out theflashcards fromthis lesson. * Children pass theflashcardsaroundall therows ofseats whilethemusic is playing. * Stop themusic suddenly. Askthechildren whoareholding theflashcards to standup and saythe sentence. E.g. It’s a pink flower. * Playthemusic and continuein thesameway. | -Listen  -Pass the flashcards. |

**Week:** 10 **Date: 9/11-13/11**

**Period: 20**

**UNIT 3: COLORS**

**Lesson 3**

1. **Aims:**

By the end of this lesson, students will be able to identify the color of objects and show gratitude.

1. **Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, flashcards.

1. **Languages focus:**

**Vocabulary:**pink, white, flower

**Structures:**

* It's a (pink) flower.
* Thank you.
* You're welcome.

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’activities** |
| 5’ | **I.Warm-up**  **Play the game:Run, draw and color.**   * Have students work in four teams. * Stick four blank sheets on the board. * Say “ Draw a pink flower.” Have one student of each team run to the board to draw and color the flower. * Continue the game in the same way. | -Work in teams.  - Play the game |
| 25’ | **II. Presentation**  **New lesson**  **D-1. Listen to the story.**  CD1- Track 48   * Introduce the situation. * Have students call out the people and things they can see. * Play audio and have students listen and read.   **2. Listen and repeat.**  CD1- Track 49   * Have students look at the useful language box. * Play audio. Have students listen to the useful language. * Have students practice the useful language.   **E- Role-play.**   * Divide the class into pairs. * Have students practice the dialogue. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class. | - Look  - Call out the people.  - Listen and read  -Look  -Practice  -Work in pairs  - Practice  -Demonstrate |
| 5’ | **III.Consolidation**  **Slap**   * Split the class into four teams. * Place pictures of flowers on the board. * Have four students come to the board to face off. * Call out the sentence and have students run to the board then slap the picture and repeat the sentence. The winner is the student who slaps the picture at first. | - Work in teams  - Come to the board to face off.  - Slap the picture. |

**Week: 11** Date: 16/11-20/11/2020

**Period: 21**

**UNIT 4: MY BODY**

**Lesson 1 (P1)**

1. **Objectives:**

By the end of this lesson,students will be able to identify body parts and follow simple instructions.

1. **Teaching aids:**

Student book and teacher’s book, class CDs, flashcards.

1. **Languages focus:**

**Vocabulary:**head, leg, arm

**Structure:**Touch your (head).

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| Time | Teacher’s activities | Students’activities |
| 5’ | **I.Warm-up:**  **Play the game:** Slapthe board   * Split the class into four teams. * Place pictures of flowers on the board. * Have four students come to the board to face off. * Call out the sentence (e.g.” It’s a red flower.”)and have students run to the board then slap the picture and repeat the sentence. The winner is the student who slaps the picture at first. | - Play the game  - Run to the board and slap the picture.  - Listen |
| 25’ | **II.Presentation:**  **New lesson**  **A- Listen and point. Repeat.**  CD1- Track 50   * Use flashcards to introduce the new words: head, leg, arm * Have students listen to each new word. * Have students listen to each new word and repeat all together and individually. Correct student’s pronunciation if it’s necessary. * Arrange the flashcards on the board. Play audio and have students listen and point to the pictures in their books. * Play audio again and have students listen, repeat several times. * Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed. * Have students work in pairs, one of them points to the picture in the book and the other says the word. * Have students point to parts of body and say the words aloud.   **Do as I say**   * Teacher says a word about parts of body and touchhis/ her part of body. (E.g. Teacher says “head” and touches his/ her head (or leg/ arm). * Have students listen carefully and touch their parts of body (Their movement must match teacher’s word. E.g. Students touch their heads when they hear “head”.).   **B- Listen and point.**  CD1- Track51   * Introduce the situation. E. g. Teacher says, “ Touch your head.” and touch his / her head. Have students listen, say and do the same. * Play audio and have students look at the picture. * Demonstrate the activity by pointing to the new vocabulary items. * Play audio. Have students listen and point. * Have students work in pairs. One says the command and one acts out. Swap the roles and continue.   **C- Sing.**  CD1- Track 52   * Have students turn to page 68. * Read the lyrics as a whole class. * Play audio and have students listen. * Play audio again and have students listen, sing along and act out. | - Listen  -Listen and repeat in chorus and individually.  - Listen and say the words  - Work in pairs  - Point to parts of body.  - Look  - Listen and touch  - Look  - Listen, say and do the same.  - Listen and point  - Work in pairs  - Look  - Read the lyrics.  - Listen and sing along |
| 5’ | **III. Consolidation:**  **Option 2: Who is faster?**   * Divide the class into groups. * Arrange the flashcards on the board. * Invite a student from each group to go to the board. * Say a word and have students run to tap the correct card. | - Play in groups  - Say the word and tap the correct card. |

**Week: 11** Date: 16/11-20/11/2020

**Period: 22**

**UNIT 4: MY BODY**

**Lesson 1 (P2)**

1. **Objectives:**

By the end of this lesson, students will be able to identify body parts and follow simple instructions.

1. **Teaching aids:**

**Teacher’s aids:** Student book and teacher’s book, class CDs, flashcards.

1. **Languages focus:**

**Vocabulary:**head, leg, arm

**Structure:**Touch your (head).

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **I.Warm-up**  **Sing and do**   * Play audio track. Have students sing the song and act out .   **Touch Body Parts**   * Have students stand in pairs. * Say a word and have students touch the appropriate body part of their partner. * Repeat the activity with other words. | - Sing and do  - Touch part of the body.  - Do and say. |
| 25’ | **II.Presentation**  **New lesson**  **D- Say and do.**   * Introduce the situation: “The children are playing a game. Look! The boy is touching his head. …..” * Give students more examples by touching his/ her parts of body when he/ she says. Ask some students to make examples.   **Option 1:**   * Show a flashcard to the class. * Have students practice the structure using the new word. * Repeat with other flashcards. E.g.Teacher shows flashcard "head", Class: "Touch your head."   **Option 2:**  - Divide the class into pairs.   * Have Student A say, e.g. "Touch your leg.", and Student B do the action. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class.   **E- Play “ Simon says”**   * Have students look at the example. * Tell students they must only follow commands that start with "Simon says…" * Demonstrate the game by giving the students different commands. If the command starts with "Simon says," students must do the action. If it doesn't start with "Simon says," students who do the action must sit down. * Have one student come to the front of the class to be "Simon." * Swap roles and repeat with a new "Simon." | - Listen  - Touch  - Practice the structure.  - Work in pairs  - Do the action  - Demonstration  - Look  - Do the action  - Swap roles and repeat |
| 5’ | **III. Consolidation**  **Shooting game**   * Divide the class into 2 teams. * Invite one student from each team to come on the board. * Give each student a flashcard. * Have the 2 students stand back-to-back. * Have them step forward 3 steps then turn around, showing their flashcards to each other. * The first student to say out the correct word on his/ her friend’s flashcard will get one point for their team. * Continue with other students. * The team has more points is the winner. | - Work in teams.  - Come on the board.  - Stand back to back   * Do the action |

**Week: 12 Date: 23/11-27/11/2020**  
**Period: 23**

**UNIT 4: MY BODY**

**Lesson 2 (P2)**

1. **Aims:**

By the end of this lesson, students will be able to recognize the /e/ sounds.

1. **Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, flashcards,TV.

1. **Languages focus:**

**Vocabulary:** Letter Ee elephant

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5’ | **I. Warm-up**  **Sing the alphabet song.**  - Play the alphabet song and have students listen and sing.  Play the game: **Pick up the apples.**   * Show the apple tree. * Give instructions:   + Have students look at the apple.  + Choose one apple and say the letter and the sound.   * Give the comments. | - Listen and sing  - Look  - Choose and say  - Listen |
| 25’ | **II. Presentation**  **\* Introduce the new lesson**  Pre- vocabulary:  Ee elephant: con voi  Teacher (3) – Chorus (2)- Group(4)- Indvidually(3).  Checking vocabulary:  **What’s the missing?**  - Show the picture of elephant.  - Ask students to write the missing letters.  - Give the comments.  **1. Listen and repeat. Trace.**   * Play audio. Have students listen and repeat. * Demonstrate tracing the letters with your finger. * Have students trace the letters with their fingers. * Have some students demonstrate the activity in front of the class.   **2. Listen and repeat.**   * Have students look at the picture. * Demonstrate the activity. * Play audio. Have students point to the letter as they hear it. * Play audio again. Have students listen and repeat.   **3. Sing.**   * Have students look at the lyrics.   **“ I have an elephant,**  **e, e, elephant.**  **I have an elephant,**  **e, e, e”**   * Read the lyrics as a whole class. * Play audio and have students listen. * Play audio again and have students listen and sing along. * Have students sing and do. * Have some students demonstrate the activity in front of the class. | - Listen and repeat  Chorus (2) - Groups (4)- Individually (3).  - Look  - Write  - Listen  - Listen and repeat:  Chorus(2) –Individually (3).  - Look  - Trace  - Demonstrate  - Look at the picture.  - Point to the letter.  - Listen and repeat: Chorus – Groups- Individually.  - Look  - Read the lyrics.  - Listen  - Listen and sing along: Chorus(2)- Groups(4)  - The whole class.  - Demonstrate |
| 5’ | **III. Consolidation**  **Play the game: Listen and jump.**  **\* Give the instrutions:**  - Have students listen to the music.  - When the students hear the letter sound e. They jump**.**   * Demonstrate the activity. * Have students stand up. * Have students jump when they hear the letter sound.   Give the feedbac | - Listen  - Look  - Stand up  - Jump  - Listen |

**Week: 12Date: 23/11-27/11/2020**

**Period: 24**

**UNIT 4: MY BODY**

**Lesson 2 (P2)**

1. **Objectives:**

By the end of this lesson, students will be able to recognize the /e/ and /f/ sounds.

1. **Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, flashcards.

1. **Languages focus:**

**Vocabulary:** Letters Ee, Ff, elephant, food

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’activities** |
| 5’ | **I. Warm-up**  **Tracing on backs**   * Review the previous phonics lesson. Divide the class into groups. * Have each group make a line, with the first child standing near the board and the last child standing near the back of the classroom. * Pass out a phonics card to the last child of each line, but don't have them look at the card until you say, Go. * Have children “Write” the letter very slowly on their classmates’ backs with their fingers. * The first child goes the board, writes the letter, and says the sound. The quickest group with the correct letter and pronunciation wins. | - Work in groups  - Make a line  - Write with their fingers.  - Write and say |
| 25’ | **II. Presentation**  **New lesson**  **1. Listen and repeat. Trace.**  CD1- Track 57   * Play audio. Have students listen and repeat. * Demonstrate tracing the letters with your finger. * Have students trace the letters with their fingers. ( individuals/ pairs) * Have some students demonstrate the activity in front of the class.   **2. Listen and repeat.**  CD1- Track 57   * Have students look at the picture. * Demonstrate the activity. * Play audio. Have students point to the letter as they hear it. * Play audio again. Have students listen and repeat. * Have some students demonstrate the activity in front of the class.   **3. Sing.**  CD1- Track 58   * Have students look at the lyrics. * Read the lyrics as a whole class. * Play audio and have students listen. * Play audio again and have students listen and sing along.   **4. Listen and hop.**  CD1- Track 59   * Demonstrate the activity. * Have students stand up. * Have students hop when they hear the letter sound. | - Listen and repeat  - Look  - Trace the letter with their fingers.  - Demonstrate.  - Look at the picture  - Point to the letter as they hear.  - Demonstrate  - Look at the lyrics  - Read  - Listen  - Sing along.  - Look  - Stand up  - Hop when they hear the letter sound |
| 5’ | **III. Consolidation**   * Write the letters of the alphabet on the board and ask children to continue the list from their previous phonics lessons. * Ask the students to give the words that begin with the letters a to f (apple, bag, … ) from the previous phonics lesson. * Use phonics cardsto prompt ifnecessary. | - Answer  - Give the word |

**Week 13 Date: 30/11-04/12/2020**

**Period: 25**

**REVIEW 3**

**I. Objectives:** By the end of this lesson, students will review identifying colors and body parts, and following simple instructions.

**II. Teaching aids:**

**\*Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.

**\*Students’ aids:** Student books, notebooks, workbooks.

**III. Languages focus:**

**\*Vocabulary:**Review

**\*Structure:** Review

**IV. Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activity** | **Students’ activities** |
| **5’** | **I. Warm-up**  **Vanishing Flashcards Game**   * Place flashcards of color ( red, pink, blue, white, yellow) in front of the students. * Give them a moment to memorize the pictures and then tell them to close their eyes. * Take away one of the flashcards and then tell the students to open their eyes again. * The first student who guesses the missing flashcard correctly can win that flashcard (for 1 point) and takes away another flashcard in the next round. | **-** Play game.  - Close their eyes.  - Open their eyes and guess. |
| **25’** | **II. Presentation:**  **1. Listen and circle (A or B).**  CD1- Track 61   * Have students look at the pictures and call out the colors they can see. Play audio. Have students listen and check the example. Explain if it’s necessary. * Play audio. Have students listen and circle A or B. * Play audio again and check answers as a whole class.   **2. Play "Guess the picture."**   * Have students look at the example. * Divide the class into two teams. * Have a student stand facing away from the board and stick a flashcard on the board behind him/her. * Have the student try to guess the color and make a sentence without looking at the flashcard. Have the others say “Yes” for the correct sentence and “No” for the wrong sentence. * Give that team one point if it's a correct guess. * Have teams take turns.   **3. Game*:* Pictionary**   * Give each child a piece of paper. * Have children draw a flower on the paper as quickly as possible, then color and pass their drawings to their partners. Their partners make sentences about the pictures. ( E.g. It’s a pink flower.) * Have students continue the game. | **-** Look and call out the colors.  **-** Listen and circle.  - Listen and check.  - Look  - Work in teams.  - Guess the colors  - Take turns.  **-** Draw a flower  - Say aloud. |
| **5’** | **III. Consolidation:**  **Whisper**   * Arrange children into rows of at least six. * Secretly show a flashcard to the first child in each group. This child whispers the sentence to the child next to him/her. * Children continue whispering the sentence to the child next to them until the sentence reaches the final child. * The final child says the sentence out loud, and the first child holds up the flashcard to see whetherit is correct. | - Work in groups.  - Play game.  - Whisper the sentence. |

Week 13 Date: 30/11-04/12/2020

Period: 26

**REVIEW 4**

**I. Objectives:** By the end of this lesson, students will review identifying colors and body parts, and following simple instructions.

**II. Teaching aids:**

**\*Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.

**\*Students’ aids:** Student books, notebooks, workbooks.

**III. Languages focus:**

**\*Vocabulary:** Review

**\*Structure:** Review

**IV. Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activity** | **Students’ activities** |
| **5’** | **I. Warm-up**  **Game: Snap**   * Hold up teacher cards to review the vocabulary. * Put up the word cards (parts of body) on the board. * Divide the class into 2 groups. * Call out a word, one member from each group races to snap the correct word card on the board. Who snaps the correct word card first can get one point. | **-** Play game.  - 2 groups.  - Snap the correct word. |
| **25’** | **II. Presentation:**  **1. Listen and circle (A or B).**CD1- Track 62   * Have students look at the pictures and call out the body parts they can see. * Play audio and demonstrate the activity using the example. * Play audio. Have students listen and circle A or B. * Play audio again and check answers as a whole class.   **2. Game: "Simon says.**   * Have students look at the example. * Tell students they must only follow commands that start with "Simon says…" * Demonstrate the game by giving the students different commands. If the command starts with "Simon says," students must do the action. If it doesn't start with "Simon says," students who do the action must sit down. * Have one student come to the front of the class to be "Simon." * Swap roles and repeat with a new "Simon."   **3. Game: Missing letters**   * Divide the class into four teams. * Write words about body parts on the board, each missing a letter.   - Have one student from each team come up and try to fill in the missing letters then make sentences with words given. The first team with the most correct letters and sentences is the winner. | - Look and call out the body parts.  - Look.  - Listen and circle.  - Listen and check.  - Listen and do  - Play game.  - Do the action.  - Listen and do the action.  - Work in teams.  - Look at the words.  - Fill in the missing letters. |
| **5’** | **III. Consolidation**  **Charades**  - Choose two students to come to front of the classroom.  - Show a flashcard with the target vocabulary to these two students only.  - Students must act out what they saw without speaking. The first team to guess correctly wins a point. Continue playing until all students have tried. | **-** Come to front of the class.  - Look  - Act out.  - Listen |

**Week 14 Date: 7/12- 11/12/2020**

**Period: 27**

**THEME 5: ANIMALS**

**LESSON 1(P1)**

**I. Objectives:** By the end of this lesson, students will be able to say names of some animals using “I like …”

**II. Teaching aids:**

**\*Teacher’s aids:** student’s and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.

**\*Students’ aids:** books, notebooks, workbooks.

**III. Languages focus:**

**\*Vocabulary:** cat, dog, bird

**\*Structures:** I like (cats).

**IV. Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activity** | **Students’ activities** |
| **5’** | **I.Warm-up**  **Sing and Dance.**  -Play “Animals” song (from YouTube) and make gestures following the lyric, have students stand up and make the gestures. | -Sing and dance. |
| **25’** | **II. New lesson**  **1. Listen and point. Say (10’)**  - CD1-63: Arrange the flashcards on the board. Play audio and have students listen and point to the pictures in their books.  - Play audio again and have students listen, repeat several times.  - Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.  **2. Game: "Heads up. What's Missing?"**  - Divide the class into two teams.  - Arrange the flashcards on the board and remove one card when students are not looking.  - One student from each team calls out the missing flashcard.  **3. Listen and point.**  - Introduce the situation: ask students some questions about the pictures, e.g. “What can you see in the picture? What is this? Where is the girl?”  - Demonstrate the activity by pointing to the new vocabulary items.  - Have students listen and point.  - Point at each picture and have students say the sentences “I like…birds/dogs/cats.”  **4. Sing.**  - Play audio and have students listen.  - Have students turn to page 70.  - Read the lyrics as a whole class.  - Play audio again and have students listen and sing along. | **-**Listen and point.  - Say the words.  **-**Two teams.  -Play game.  - Call out the missing flashcards.  - Answer.  -Listen and point.  -Sing.  - Open the books.  -Listen and sing. |
| **5’** | **III. Consolidation**  **Sing and Dance**.  - Play audio Part C and make gestures following the lyric, have students stand up and make the gestures | **-** Sing and dance.  - Stand up and make the gestures. |

**Week 14 Date: 7/12- 11/12-2020**

**Period 28**

**THEME 4: ANIMALS**

**LESSON 1 ( P2)**

**I. Objectives:** By the end of this lesson, students will be able to say names of some animals using “I like …”

**II. Teaching aids:**

**\*Teacher’s aids:** student’s and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.

**\*Students’ aids:** books, notebooks, workbooks.

**III. Languages focus:**

**\*Vocabulary:** cat, dog, bird

**\*Structures:** I like (cats).

**IV. Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activity** | **Students’ activities** |
| **5’** | **I. Warm-up**  **Game “Lips read”.**  -Teacher says a word or a sentence silently.  Students say that word or that sentence loudly. | **-** Play game. |
| **25’** | **II.Presentation**  **New lesson**  **1. Point and say**  1. Divide the class into pairs.  2. Have Student A point to the picture and Student B say  e.g. "I like cats."  3. Swap roles and repeat.  4. Have some pairs demonstrate the activity in front of the class.  **2. Look and say.**  - Show a flashcard to the class. Have students practice the structure using the new word.  - Repeat with other flashcards. e.g. Teacher shows flashcard "cat."- Class: "I like cats."  **3.Play “Board Race”**  - Have students look at the example.  - Divide the class into teams.  - Stick the flashcards on the board.  - Have one student from each team stand a distance away from the board.  - Choose one of the flashcards and say the word.  - Have the students from each team race to the board, touch the correct flashcard and say the correct sentence.  - The first student to touch the correct flashcard and say the sentence will get one point for their team.  - Continue with other students.  - The team with the most points wins  **4. Listen and throw. (prepare sticky balls or paper balls)**  - Divide the class into teams. Write the vocabulary structures in different areas on the board.  - Have one student from each team stand a distance away from the board.  - Give each student a sticky ball or a paper ball  - Teacher says a word or a sentence (written on the board)  - Students throw their balls at the word or sentence the teacher said on the board and say it loudly. | **-** Work in pairs.  **-** Point and say aloud.  - Demonstrate the activity.  - Practice the structure using the new word.  - Say the words  - Look  - Touch and say the correct sentence.  - Look and say aloud.  - Play game.  **-** Listen and throw paper balls. |
| **5’** | **III. Consolidation**  **Look, listen and say “Yes” or “No”.**  - Teacher holds a flashcard and says a sentence “I like …”. The animal in the flashcard and the animal in the sentence the teacher said maybe the same or different.  - Students say “Yes” if the animal in the flashcard and the animal in the sentence the teacher said are the same.  - Students say “No” if the animal in the flashcard and the animal in the sentence the teacher said are different.  - Invite some students to hold the flashcards and say the names of the animals. | **-** Look at the flash card.  - Listen and say “Yes/ No”. |

Week: 15 Date: 14/12-18/12/2020

Period: 29

**THEME 5: ANIMALS**

**LESSON 2 (P1)**

**I. Objectives:** By the end of this lesson, students will be able to make the phonetic sound of letter G, use structure “This is a …”

**II. Teaching aids:**

**\*Teacher’s aids:** student’s and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.

**\*Students’ aids:** books, notebooks, workbooks.

**III. Languages focus:**

**\*Vocabulary:** letter G

**\*Sight words:** this, is, a

**\* Structure:** This is a girl.

**IV. Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activity** | **Students’ activities** |
| **5’** | **I. Warm-up**  **Sing and Dance.**  - Play audio Lesson 1- Part C and make gestures following the lyric, have students stand up and make the gestures. | - Sing and dance. |
| **25’** | **II. Presentation:**  **New lesson**  **1. Listen and repeat. Trace. (7’)**  1. Play audio CD-66. Have students listen and repeat.  2. Demonstrate tracing the letters with your finger on air or the board.  3. Have students trace the letters with their fingers.  4. Have some students demonstrate the activity in front of the class.  **2. Game “Who is faster?”**  - Divide the class into groups. Invite a student from each group to come on the board. Teacher says a letter. e.g. “big G” or “small g” and the students write the letter on the board.  **3. Listen and repeat. (5’)**  - Have students look at the picture.  - Demonstrate the activity. Point to the girl and say: “This is a …” then say “g…g…girl”  - Play audio CD-67. Have students point to the letter as they hear them.  - Play audio again. Have students listen and repeat.  - Have some students demonstrate the activity in front of the class.  **4. Play the game “Find more words”.**  - Divide the class into groups. Teacher asks each group to find more words starting with letter Gg, e.g. “game, goat, glue, …”.  **5. Sing.**  1. Have students look at the lyrics.  2. Read the lyrics as a whole class.  3. Play audio CD-68. Have students listen.  4. Play audio again and have students listen and sing along  **6. Listen and jump.**  1. Demonstrate the activity: Have students jump when they hear the “g” sound  2. Have students stand up.  3. Play audio CD-69. Have students jump when they hear the letter sound. | **-** Listen and repeat.  - Trace.  - Demonstrate.  - Work in groups.  - Play game.  - Look at the picture.  - Listen and point.  **-** Listen and repeat.  - Demonstrate the activitiy.  - Work in groups.  - Find the words.  - Look at the lyrics.  - Listen  - Sing the song.  - Listen and jump. |
| **5’** | **III. Consolidation**  **Look and say**  - Write letter, words, sentence on the board, e.g. “G, g, this, is, a, girl, this is a girl”  - Teacher points to a letter/ word/ sentence.  - Students say the letter (phonetic sound)/ word/ sentence. | **-** Look  **-** Say aloud. |

**Week: 15 Date: 14/12-18/12/2020**

**Period: 30**

**THEME 4: ANIMALS**

**LESSON 2( P2).**

**I. Objectives:** By the end of this lesson, students will be able to make the phonetic sound of letter G, use structure “This is a …”

**II. Teaching aids:**

**\*Teacher’s aids:** student’s and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.

**\*Students’ aids:** books, notebooks, workbooks.

**III. Languages focus:**

**\*Vocabulary:** letter G

**\*Sight words:** this, is, a

**\* Structure:** This is a girl.

**IV. Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activity** | **Students’ activities** |
| **5’** | **Warm-up**  **Game “Which group is faster?”**   * Divide the class into groups. * Teacher says a letter. e.g. “big H” or “small h” and all the students write the letter on their small board. * The group with all students that finish writing the letter is the winner. | - Work in groups.  **-** Play game. |
| **25’** | **II. Presentation:**  **New lesson**  **1- Listen and repeat. Trace. (5’)**  - Play audio CD-70. Have students listen and repeat.  - Demonstrate tracing the letters with your finger on air or the board.  -Have students trace the letters with their fingers.  - Have some students demonstrate the activity in front of the class.  **2- Listen and repeat. (5’)**  - Have students look at the picture.  - Demonstrate the activity. Point to the boy and say: “Hop”  - Play audio CD-71. Have students point to the letter as they hear them.  - Play audio again. Have students listen and repeat.  - Have some students demonstrate the activity in front of the class.  **3. Sing.**  - Have students look at the lyrics.  - Read the lyrics as a whole class.  - Play audio CD-72. Have students listen.  - Play audio again and have students listen and sing along  **4. Listen and clap.**  - Demonstrate the activity: Have students clap when they hear the “h” sound  - Have students stand up.  - Play audio CD-73. Have students clap when they hear the letter sound. | - Listen and repeat.  - Listen and trace.  - Demonstrate.  - Look at the picture.  - Listen and repeat.  - Listen and point.  - Demonstrate the activity.  - Look at the lyrics.  - Read the lyrics.  - Sing the song.  - Listen  - Listen and clap.  - Do the action. |
| **5’** | **III. Consolidation**  **Game “Team competition”**   * Divide the class into groups. * Invite 2-3 students from each group to come on the board. * Play audio. Have the students listen and jump. * The student who cannot clap correctly with “h” sound will come back to his/her seat.   After the audio, the team with the most students who are still on the board is the winner. | - Work in groups  - Come on the board.  - Listen and jump.  - Listen. |

Week 16 Date

**THEME 5: ANIMALS**

**LESSON 2**

**PERIOD 3**

**I. Objectives:** By the end of this lesson, students will be able to make the phonetic sound of letter G, use structure “This is a …”

**II. Teaching aids:**

**\*Teacher’s aids:** student’s and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.

**\*Students’ aids:** books, notebooks, workbooks.

**III. Languages focus:**

**\*Vocabulary:** letter G

**\*Sight words:** this, is, a

**\* Structure:** This is a girl.

**IV. Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **T’s activity** | **Ss’ activities** |
| **5’** | **Warm-up**  **Game “Find more words”**   * Divide the class into groups. * Teacher asks each group to find more words starting with letter H, e.g. “horse, hat, hello,…”. * Teacher says “h…h…” then point to a group, that group has to say a word starting with letter H. * Teacher continues with other groups. * The group has the most correct words is the winner. | **-**Play game. |
| **25’** | **Exercises**  **Task 1: Trace the letters.**  **-** Get Ss to look at the words given, and trace.  **Task 2: Say the sound. Color the correct shapes.**  **-** Get Ss to look at the words, and the shapes in the box.  -Get them to color the circle if it begins with letter G, and color the triangle if it begins with letter H.  **Task 3: Listen and tick the box.**  - Get Ss to listen to the tape.  - Get Ss to look at the pictures and tick the correct pictures.  **Task 4: Look and trace.**  **-** Get Ss to look at the words given, and trace  -Check and correct. | **-**Trace.  **-**Color the shapes.  -Tịck the box.  -Trace |
| **5’** | **Wrap-up**  **Game “Team competition”.**  - Divide the class into groups.  - Invite 2-3 students from each group to come on the board.  - Play audio. Have the students listen and jump. The student who cannot jump correctly with “g” sound will come back to his/her seat After the audio, the team with the most students who are still on the board is the winner. | **-**Play game. |

**Week: 16 Date: 21/12-25/12/2020**

**Period: 31**

**THEME 5: ANIMALS**

**LESSON 3 (P1)**

**I. Objectives:** By the end of this lesson, students will be able to make the phonetic sound of letter G, use structure “This is a …”

**II. Teaching aids:**

**\*Teacher’s aids:** student’s and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.

**\*Students’ aids:** books, notebooks, workbooks.

**III. Languages focus:**

**Vocabulary:** monkey, snake, bear

**Structure:** This is a (monkey).

**IV. Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activity** | **Students’ activities** |
| **5’** | **I. Warm-up**  **Listen and jump or clap.**  -Play audio CD-73.  -Have students jump when they hear “g” sound and clap when they hear the “h” sound. | **-** Play game. |
| **25’** | **II. Presentation**  **New lesson**  **1. New words- Listen and point.**  - Arrange the flashcards on the board, play audio CD-74, and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.  - Play audio again and have students listen, repeat, and point to the pictures in their books.  - Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.  **Activities: TPR practice**  - Say the word and all together make the gestures/ sound according to the word (Ex: monkey- kec kec, use hands to do actions like a monkey).  - Make the gestures and have students guess what animal is.  -Or Teacher can say an animal and have students make the gestures.  **2. Listen and point.**  - Have students call out the things they can see in this part.  - Have students listen and follow.  - Play audio CD- 75 and demonstrate pointing to the animals.  - Play audio again. Have students listen and point to the animals.  **3. Listen and repeat.**  - Have students look at the useful language box.  - Play audio CD-76. Have students listen to the useful language.  - Have students practice the useful language when pointing to the picture of the animals.  **4. Activities:** Look, listen and say “Yes” or “No”.  - Hold a flashcard and say a sentence “This is a …”. The animal in the flashcard and the animal in the sentence the teacher said maybe the same or different.  - Get Ss say “Yes” if the animal in the flashcard and the animal in the sentence the teacher said are the same.  - Get Ss say “No” if the animal in the flashcard and the animal in the sentence the teacher said are different.  - Invite some students to hold the flashcards and say. | **-** Look  **-** Listen and repeat.  - Listen,repeat and point.  - Say the words.  - Look at the gestures.  - Guess  - Make the gestures.  - Call out the things.  - Listen and point to the animals.  - Look  - Practice  - Look at the pictures.  - Listen and say “Yes” or “No”. |
| **5’** | **III. Consolidation**  **Listen and stand up.**  - Give 6 flashcard (cat, dog, bird, snake, bear, monkey) to 6 students in the class.  - Invite a student to stand up and hold the flashcard up high and say a sentence, using “I like… or This is a …” with name of an animal in the flashcard of the other friends.  -The boy/girl with the flashcard of the animal called will stand up and hold the flashcard up high and say a sentence, using “I like… or This is a …” with name of an animal in the flashcard of the other friends.  - Give the flashcard from a student to another student during the activity. | - Look  - Stand up and say.  **-** Listen and play game. |

**Week 16 Date: 21/12- 25/12/2020**

**Period: 32**

**THEME 5: ANIMALS**

**LESSON 3( P2)**

1. **Objectives:**

By the end of this lesson, students will be able to apologize using “I’m sorry.” and forgive using “That’s OK.”

1. **Teaching aids:**

**Teacher’s aids:** student’s and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.

**Students’ aids:** books, notebooks, workbooks.

1. **Languages focus:**

**Vocabulary:** sorry, OK

**Structures:**

* I’m sorry.
* That’s OK.

**IV.Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activity** | **Students’ activities** |
| **5’** | **Warm-up**  **Game: "Heads up. What's Missing?"**   * Divide the class into teams. * Arrange the flashcards on the board and remove one card when students are not looking. * One student from each team calls out the missing flashcard. | - Work in teams.  - Play game.  - Call out the missing flashcards. |
| **25’** | **II.Presentation:**  **New lesson**  **1. Listen to the story.**  - Introduce the situation. Ask students some questions about the pictures, e.g. “What can you see in the picture? What is this? Where are the boys?  - Have students call out the people or things they can see.  - Play audio CD-77 and have students listen and follow the story.  - Play the audio again and have student listen and read.  **2. Listen and repeat.**  - Have students look at the useful language box.  - Play audio CD-78. Have students listen to the useful language.  - Have students practice the useful language.  **3. Role play.**  - Divide the class into pairs.  - Have students practice the dialogue.  - Swap roles and repeat.  - Afterwards, have some pairs demonstrate the activity in front of the class | - Listen and answer.  - Call out the things**.**  **-** Listen and read.  - Look  - Listen and repeat**.**  - Practice the useful language.  - Work in pairs.  - Practice the dialogue.  **-** Role play. |
| **5’** | **III. Consolidation**  **Look and say.**  - Arrange all the flashcards of Unit 5 in different area on the board.  - Teacher points to a flashcard.  - Students say a sentence related to the flashcard, e.g. “I like…, This is a …, I can hop”. | - Look and say.  - Say a sentence. |

**Week: 17 Date: 28/12- 1/1/2021**  
**Period: 33**

**Review for the first semester. (P1)**

**I.Objectives:**

By the end of this lesson, students will review identifying colors and body parts, and following simple instructions.

**II. Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.

**Students’ aids:** Student books, notebooks, workbooks.

**III.Languages focus:**

**Vocabulary:** Review

**Structure:** Review

**IV.Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s ctivities** | **Students’activities** |
| 5’ | **I.Warm-up**  **Vanishing Flashcards Game**   * Place flashcards of color ( red, pink, blue, white, yellow) in front of the students. * Give them a moment to memorize the pictures and then tell them to close their eyes. * Take away one of the flashcards and then tell the students to open their eyes again. * The first student who guesses the missing flashcard correctly can win that flashcard (for 1 point) and takes away another flashcard in the next round. | - Look  -Close their eyes.  - Open their eyes.  - Guessthe missing flashcards. |
| 25’ | **II. Presentation**  **A- Listen and circle (A or B).**   * Have students look at the pictures and call out the colors they can see. Play audio. Have students listen and check the example. Explain if it’s necessary. * Play audio. Have students listen and circle A or B. * Play audio again and check answers as a whole class.   **B- Play "Guess the picture."**   * Have students look at the example. * Divide the class into two teams. * Have a student stand facing away from the board and stick a flashcard on the board behind him/her. * Have the student try to guess the color and make a sentence without looking at the flashcard. Have the others say “Yes” for the correct sentence and “No” for the wrong sentence. * Give that team one point if it's a correct guess. * Have teams take turns.   **Activities:**  **Musicalcards**   * Play some lively music. * Hand out the flashcards from this and previous lessons. * Children pass the flashcards around all the rows of seats while the music is playing. * Stop the music suddenly. Ask the children who are holding the flashcards to stand up and say the word. * Play themusic and continuein thesameway. | - Look and call out the colors.  - Listen and circle.  - Listen and check.  - Look  - Work in teams.  - Guess the colors.  -Take turns.  - Listen  - Pass the flashcards.  - Stand up and say.  - Continue |
| 5’ | **III. Consolidation**  **Run, draw and write**   * Stick some flashcards about colors on the walls in the class. * Have students work in small groups. One runs and finds the pictures around him/ her, then turns back to his group and tells what he/ she has seen. E. g. It’s a pink flower. His/ Her friends draw a flower, color it and write the note for the picture E. g. *a pink flower* | - Look  -Work in small groups.  - Tell what they see.  - Draw a flower and write. |

**Week:**  17 **Date : 28/12-1/1/2021**

**Period: 34**

**Review for the semester test.( P2)**

**I.Objectives:**

By the end of this lesson, students will review identifying colors and body parts, and following simple instructions.

**II. Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.

**Students’ aids:** Student books, notebooks, workbooks.

**III.Languages focus:**

**Vocabulary:** Review

**Structures :**Review

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’ activities** | **Students’activities** |
| 5’ | **I. Warm-up**  **Snap**   * Hold up teacher cards to review the vocabulary. * Put up the word cards ( parts of body) on the board. * Divide the class into 2 groups. * Call out a word, one member from each group races to snap the correct word card on the board. Who snaps the correct word card first can get one point. | - Look  - Work in 2 groups.  - Snap the correct word on the board. |
| 25’ | **II. Presentation**  **A-Listen and circle (A or B).**   * Have students look at the pictures and call out the body parts they can see. * Play audio and demonstrate the activity using the example. * Play audio. Have students listen and circle A or B. * Play audio again and check answers as a whole class.   **B-Play "Simon says.**   * Have students look at the example. * Tell students they must only follow commands that start with "Simon says…" * Demonstrate the game by giving the students different commands. If the command starts with "Simon says," students must do the action. If it doesn't start with "Simon says," students who do the action must sit down. * Have one student come to the front of the class to be "Simon." * Swap roles and repeat with a new "Simon." * Have remain students give their ideas about their friends’ answers, then teacher gives the correct ones.   **Missing letters**   * Divide the class into four teams. * Write words about body parts on the board, each missing a letter. * Have one student from each team come up and try to fill in the missing letters then make sentences with words given. The first team with the most correct letters and sentences is the winner. | - Call out the body parts.  - Listen  - Listen and circle.  - Check the answers.  - Look at the example.  - Listen  - Do the action.  - Give their ideas about their friends’ answers, then teacher gives the correct ones.  - Work in groups.  - Look   * Fill in the missing letters. * Listen and check. |
| 5’ | **III. Consolidation**  **Charades**  Choose two students to come to front of the classroom. The teacher shows a flashcard with the target vocabulary to these two students only. Students must act out what they saw without speaking. The first team to guess correctly wins a point. Continue playing until all students have tried. | - Come to front of the classroom.  - Act out.  - Continue playing until all students have tried. |

SEMESTER 1 - SPEAKING TEST (2,5pts). GRADE 1

Greeting & test taker’s name check.The examiner says: “Hello, *I’m… Nice to meet you.”*

Aa

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **I. Getting to know each other (0,75pt)**  1. Hello!  2. What is your name?  3. Nice to meet you.  M1: Câu 1, 2 và 3  ***The examiner shows flashcards and phonics letters to the students:***  **II. Talk about familiar objects (1pt):** (point to the flashcards and say):  1. (stand up, sit down, listen)  2. This is a flower.  3. This is (a monkey.).  4. I like (monkeys).  M1: Câu 1 M2: Câu 2 và 3 M3: Câu 4    **III. Phonics (0,75pt):** *(point to the phonics letters/ pictures and say)*:   1. Aa- ant, Bb- boy, Cc- cap, Dd- door, Ee- elephant, Ff- food   Bb  Cc  Dd  Ee  Ff  2. I can see (an ant/ a dog). / I can hop.  **Free White Dog Cliparts, Download Free Clip Art, Free Clip Art on Clipart  Library**3. I have an elephant.      M1: Câu 1 M2: Câu 2 Mức 3: Câu 3  **Week: 19 Date : 11-15/1/2021**  **Period: 37**  **UNIT 6: ACTIVITIES**  **Lesson 1 (P1)**   1. **Objectives:**   By the end of this lesson, students will be able to talk about their abilities.   1. **Teaching aids:**   **Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.  **Students’ aids:** Student book, notebooks, workbook.   1. **Languages focus:**   **Vocabulary:**swim, sing, run  **Structures:**I can (run).   1. **Procedures:**  |  |  |  | | --- | --- | --- | | **Time** | **Teacher’s activities** | **Students’activities** | | 5’ | **I. Warm-up**  -Review. Play the game “Animal Sounds”   * Make an animal sound and have students guess what the animal is. * Have students work in pairs: one makes animal sounds and the other guesses. Then swap the roles. * Have some pairs demonstrate the activity in front of the class. | - Guess what the animal is.  - Work in pairs.  - Demonstrate. | | 25’ | **II.Presenttation**  **A- Listen and point. Repeat.**   1. Have students listen to each new word. 2. Have students listen to each new word and repeat all together and individually. Correct student’s pronunciation if necessary. 3. Arrange the flashcards on the board. Play audio and have students listen and point at the pictures in their books. 4. Play audio again and have students listen, repeat several times. 5. Change the order of the flashcards, point at them individually and have students say the words, correct pronunciation when needed. 6. Have students work in pairs, one points at the picture in the book and the other says the word 7. TPR practice step 1: say the word and make the gesture/ sound all together according to the word 8. TPR practice step 2: do the actions and students say the word accordingly 9. TPR practice step 3: have students work in pairs, 1 would do the action, the other say the word   **Activities:**  Play "Heads up. What's Missing?"   * Divide the class into two teams. * Arrange the flashcards on the board and remove one card when students are not looking. * One student from each team calls out the missing flashcard.   **B. Listen and point. (8’)**  1. Pre- listening: Introduce the situation, point at each person/activity in the picture and have students call out the words.  2. While- listening:   * Play audio and have students look at the picture. * Demonstrate the activity by pointing at the activities in the picture.  1. While-listening: Play the audio again. Have students listen and repeat.   4. While-listening: Play audio again. Have students listen and point.  5. Post- listening: Point at each picture and have students call out the words again “run/ swim/ sing.”   1. **Now, sing a song.**   1. Play audio and have students listen.  2. Play audio and have students turn to page 68.  3. Play audio and have students sing the song as a whole class.  4. Have some students sing in front of the class. | - Listen to each new word.  - Point at the pictures.  - Say the words.  - Work in pairs.  - Say the words again.  - Work in groups.  - Call out the missing flashcard.  - Call out the words.  - Look  - Listen and repeat.  - Listen and point.  - Call out the words. | | 5’ | **III. Consoliadtion:**  Review. Listen and mime.   * Have students stand up. * Give commands “sing/run/swim”. * Students listen and mime the activities. * Have a student play the role of the teacher and repeat the activity. | - Stand up  - Listen and mime.  - Role the play. |   **Week:**  19 **Date : 11-15/1/2021**  **Period: 38**  **UNIT 6: ACTIVITIES**  **Lesson 1 (P2)**  **I. Objectives:**  By the end of this lesson, students will be able to talk about their abilities.  **II. Teaching aids:**  **Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.  **Students’ aids:** Student book, notebooks, workbook.  **III. Languages focus:**  **Vocabulary:**swim, sing, run.  **Structures:**   * I can (run).   **IV. Procedures:**   |  |  |  | | --- | --- | --- | | **Time** | **Teacher’s activities** | **Students’activities** | | 5’ | **I. Warm-up & Review**  Review. Play the game “Lips read”.   * Teacher says a word or a sentence silently. * Students say that word or that sentence loudly. * Have other students take turns playing the role of the teacher. | - Look  - Say that word.  - Take turns. | | 25’ | **II.Presentation**   1. **Point and say.**   **Practice**  1. Show a ﬂashcard to the class.  2. Have students practice the structure using the new word.  3. Repeat with other flashcards.  e.g. (Teacher shows the ﬂashcard "run")  • Class: “I can run.”  **Point and say:**  1. Divide the class into pairs.  2. Have Student A point to the pictures and Student B say “I can swim…”.  3. Swap roles and repeat.  4. Afterwards, have some pairs demonstrate the activity in front of the class.  **E- Play the “Pretend” game**  1. Have students look at the example.  2. Have one student come to the front of the class.  3. Have that student do an action silently.  4. Have other students try to guess the action.  5. Have students work in pairs, one does actions and the other guesses. Then have them swap roles and repeat.  6. Afterwards, have some pairs demonstrate the activity in front of the class. | - Practice the structure.  - Workin pairs  - Point and say.  - Demonstrate  - Look  - Come to the front.  - Guess the action  - Demonstrate | | 5’ | **I.Consolidation**  Play the game “Listen and point”.   * Write the vocabulary + structures in different areas on the board. * Teacher says a word or a sentence (written on the board) * Students use their fingers to point at the word or the sentence on the board and say it loudly. | - Look  - Listen  - Point and say. |   **Week:**  20 **Date: 18-22/1/2021**  **Period: 39**  **UNIT 6: ACTIVITIES**  **Lesson 2( P1)**   1. **Objectives:**   By the end of this lesson, students will review the /e/, /f/, /g/ and /h/ sounds.   1. **Teaching aids:**   **Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.  **Students’ aids:** Student book, notebooks, workbook.   1. **Languages focus:**   **Vocabulary:**review food, elephant, girl, hop  **IV.Procedures:**   |  |  |  | | --- | --- | --- | | **Time** | **Teacher’s activities** | **Students’activities** | | 5’ | **I. Warm-up**  - 1: Sing.  Play audio Part C of lesson 1 and have students sing the song.  2: Play the game “Unscramble”.   * Divide the class into small groups and give each group a mini-board. * Show the unscramble words and ask the groups to write the correct answers on the mini-boards. E.g. wsmi -> swim. * The group with more correct words in shorter time will be the winner. | - Sing the song.  - Work in groups  - Write the answer | | 25’ | **II.Presentation**  **The alphabet**  1. Play the alphabet song and have students listen.  2. Play audio again and sing the song.  3. Put the flashcards on the board for the letters in red (e, f, g and h).  4. Point to each flashcard, call out the letter's name, and have students repeat.  **1- Listen and repeat.**  1. Have students look at the pictures.  2. Point to the pictures and say the letters’ sounds.  3. Play audio. Have students listen and repeat all together and individually. Correct student’s pronunciation if necessary.  4. Have some students demonstrate the activity in front of the class.  **2- Listen and point.**  1. Have students look at the pictures and letters.  2. Play audio. Demonstrate the activity by pointing to the correct letters/pictures.  3. Play audio again. Have students listen and point to the letters/ pictures as they hear.  4. Have students listen, point and repeat all together and individually. Correct student’s pronunciation if necessary.  5. Have some students demonstrate the activity in front of the class.  **3- Circle the letters.**  1. Have students look at the pictures and call out the words.  2. Demonstrate the activity using the example.  3. Have students look the letters and circle the correct beginning sounds.  4. Check answers as a whole class.  5. Have students read all of the letter sounds all together and individually.  **4- Follow the letters and say the sounds.**  1. Have students look at the pictures and call out the correct sounds.  2. Have students solve the maze with their fingers and say the letter sounds as they pass them.  3. Have some students demonstrate the activity in front of class. | - Listen  - Sing along.  - Look  - Call out the letter  - Look at the pictures  - Say the letter’s sound.  - Demonstrate  - Look  - Listen  - Point  - Listen and repeat  - Call out the words.  - Look and circle.  - Check the answer.  - Read.  - Look and call out the sounds.  - Say the letter sound. | | 5’ | **III.Consolidation**  Review. Singing.   * Have students sing the songs of letters ‘e’ and ‘f’ again (unit 4 - lesson 2). * Have them sing and make the gestures of an elephant or food. | - Sing the song  - Make the gestures. |   **Week: 20**  **Date: 18-22/1/2021**  **Period: 40**  **UNIT 6: ACTIVITIES**  **Lesson 2( P2)**  **I. Objectives:**  By the end of this lesson, students will review the /e/, /f/, /g/ and /h/ sounds.  **II. Teaching aids:**  **Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.  **Students’ aids:** Student book, notebooks, workbook.  **III. Languages focus:**  **Vocabulary:**review food, elephant, girl, hop  **IV. Procedures:**   |  |  |  | | --- | --- | --- | | **Time** | **Teacher’s activities** | **Students’activities** | | 5’ | **I. Warm-up**  - Option 2: Review. Hop or Jump.   * Call out a letter sound or a word with that letter. * Have students stand up and jump if they hear the ‘e’ sound or hop if they hear the ‘f’ sound. | - Listen  - Stand up and jump. | | 25’ | **II. Presentation**  **New lesson**  **1- Listen and repeat.**  1. Have students look at the pictures.  2. Point to the pictures and say the letters’ sounds.  3. Play audio. Have students listen and repeat all together and individually. Correct student’s pronunciation if necessary.  4. Have some students demonstrate the activity in front of the class.  **2- Listen and point.**  1. Have students look at the pictures and letters.  2. Play audio. Demonstrate the activity by pointing to the correct letters/pictures.  3. Play audio again. Have students listen and point to the letters/ pictures as they hear.  4. Have students listen, point and repeat all together and individually. Correct student’s pronunciation if necessary.  5. Have some students demonstrate the activity in front of the class.  **3- Put a tick or a cross.**  1. Have students look at the pictures and call out the beginning sounds.  2. Demonstrate the activity using the example.  3. Have students look the letters and put a tick or a cross.  4. Check answers as a whole class.  5. Have students read all of the letter sounds all together and individually.  **4- Play “Board race”.**  1. Have students look at the example.  2. Divide the class into teams and have one student from each team stand a distance from the board.  3. Write 2 letters on the board and then say a word beginning with one of their sounds.  4. Have the students race to the board, touch that letter, and say the correct sound.  5. The first student to touch the letter and say the sound gets a point for their team.  6. Continue with other students. | - Look at the pictures.  - Listen and repeat  - Demonstrate  - Look  - Listen  - Listen and point.  - Listen, point and repeat.  - Demonstrate  - Look  - Demonstrate  - Put a tick or cross.  - Read  - Look  - Work in groups.  - Race to the board,touch and say. | | 5’ | **I. Consolidation**  Review. Play the “Memory game”.   * Put up the phonics cards on the board. * Ask the students to memorize the order in which the items appear. * Remove the phonics cards and ask individual students to name the items in the correct order. * Change the order of the phonics cards and repeat the activity. | - Look  - Memorize the order.  - Answer. |   **Week: 21 Date: 25-29/1/2021**  **Period: 41**  **REVIEW 5**     1. **Objectives:**   By the end of this lesson, students will review identifying animals and saying what animals they like.   1. **Teaching aids:**   **Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.  **Students’ aids:** Student book, notebooks, workbook.   1. **Languages focus:**   **Vocabulary:** review animals.  **Structures:** review   * I like (dogs).  1. **Procedures:**  |  |  |  | | --- | --- | --- | | **Time** | **Teacher’s activities** | **Students’activities** | | 5’ | **I. Warm-up**  Review. Pictures and Letters.   * Put 4 flashcards/pictures (food, elephant, girl, hop) on the board. * Have students look at the flashcards/pictures and call out the letter sounds. * Have some students go to the board and write the letters under the flashcards/pictures. | - Look at the board.  - Call out the letter sounds. - Write the letters. | | 25’ | **II. Presentation**  **New lesson**  **A- Listen and circle (A or B).**  1. Pre-listening: Have students look at the pictures. Point to each picture and have students call out the animals they see.  2. While-listening:   * Play audio and have students look at the pictures and animals. * Demonstrate the activity by pointing at the example. * Have students listen and circle.  1. Post-listening: Check the answers as a whole class. 2. Post-listening: Point at each picture and have students say "I like cats/...". 3. Post-listening: Have some students demonstrate the activity in front of the class.      1. **Play the "Chain" game:**   1. Have students look at the example.  2. Divide the class into groups of four.  3. Have the student stand up.  4. Have Student A turn to Student B and say a sentence.  5. Next, have Student B turn to Student C and say a sentence, then have Student C say a sentence.  6. Continue until all students have practiced.  7. Have some groups demonstrate the activity in front of the class. | - Look at the pictures.  - Call out the animals.  - Look  - Listen and circle  - Check  - Say: I like…  - Demonstrate  - Look  - Work in groups.  - Stand up  - Say a sentence.  - Practice  - Demonstrate | | 5’ | **III. Consolidation**  - Option 1: Review. Play the game “Who is faster?”.   * Divide the class into groups. * Arrange the flashcards on the board. * Invite a student from each group to go to the board. * Teacher says a word and the students run to tap the right card. | - Work in groups  - Look  - Go to the board  - Tap the right card. |   **Week: 21**                                        **Date: 25-29/1/2021**  **Period: 42**  **REVIEW 6**  **I. Objectives:**  By the end of this lesson, students will review talking about abilities.  **II. Teaching aids:**  **Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.  **Students’ aids:** Student book, notebooks, workbook.  **III. Languages focus:**  **Vocabulary:** review swim, sing, run.  **Structures:** review   * I can (run).   **IV. Procedures:**   |  |  |  | | --- | --- | --- | | **Time** | **Teacher’s activities** | **Students’activities** | | 5’ | **I. Warm-up & Review**  - Review. Play the game “Animal Jumble”.   * Mix the flashcards of Unit 5 - lessons 1 and 3. * Put them on a table in front of the class. * Divide the students into two teams. * Invite a student from each group to go to the board. * Say a word and have the students race to find the flashcard. | - Look  - Work in teams  - Go to the board.  - Find the flashcard. | | 25’ | **II. Presentation**  **New lesson**  **A- Listen and circle (A or B).**  1. Pre-listening: Have students look at the pictures. Point to each picture and have students call out the actions they see.  2. While-listening:   * Play audio and have students look at the pictures and activities. * Demonstrate the activity by pointing at the example. * Have students listen and circle.   3. Post-listening: Check the answers as a whole class.  4. Post-listening: Point at each picture and have students say "I can run/...".  5. Post-listening: Have some students demonstrate the activity in front of the class.  **B - Play "Guess the picture": (10')**  1. Have students look at the example.  2. Divide the class into 2 teams.  3. Have a student stand facing away from the board and stick a flashcard on the board behind him/her.  4. Have the student try to guess the answer without looking at the flashcard.  5. Give that team 1 point if it's a correct guess.  6. Have teams take turns. | - Call out the actions.  - Look at the pictures.  - Listen and circle  - Check  - Say  - Demonstrate  - Look at the example.  - Two teams  - Stick the flashcard.  - Guess the answer.  - Take turn | | 5’ | **III. Consoliadation**  Review. Play the game “Listen and point”.   * Write the vocabulary + structures in different areas on the board. * Teacher says a word or a sentence (written on the board) * Students use their fingers to point at the word or the sentence on the board and say it loudly. | - Look at the board  - Listen  - Point and say |   Week 22 Date: 1-7/2/2021  Period: 43  **UNIT 7: NUMBERS**  **Lesson 1**   1. **Objectives:**   By the end of this lesson, students will be able to count.   1. **Teaching aids:**   **Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.  **Students’ aids:** Student book, notebooks, workbook.   1. **Languages focus:**   **Vocabulary:**one, two, three   1. **Procedures:**  |  |  |  | | --- | --- | --- | | **Time allotted** | **T’s activity** | **Ss’ activities** | | **5’** | **Warm-up**  **Game: “Simon says”**  -Have students follow commands that start with “Simon says…”  -Give them different commands with or without “Simon says…” such as “run”, “Simon says run”, etc.  -If it doesn’t start with “Simon says…”, students who do the action must sit down.  -Have one student stand in front of the class to be Simon. | **-**Play game | | **25’** | **New lesson**  **A- Listen and point. Repeat.** CD2-Track 10:  - Have students listen to each new word.  - Have students listen to each new word and repeat all together and individually. Correct student’s pronunciation if necessary.  - Arrange the flashcards on the board. Play audio and have students listen and point at the pictures in their books.  - Play audio again and have students listen, repeat several times.  - Change the order of the flashcards, point at them individually and have students say the words, correct pronunciation when needed.  - Have students work in pairs, one points at the picture in the book and the other says the word.  TPR practice step 1: say the word and make the gesture/ sound all together according to the word.  TPR practice step 2: do the actions and students say the word accordingly.  TPR practice step 3: have students work in pairs, one would do the action, the other say the word.  **B. Listen and point.**  1. Pre- listening:  - Introduce the situation, point at each person in the picture  - Have students call out the words “one, two, three”.  2. While- listening:  - Play audio and have students look at the picture.  - Demonstrate the activity by pointing at "one", "two" , “three” in the picture.   1. While-listening:   - Play the audio again.  - Have students listen and repeat.  - Play audio again. Have students listen and point.  3. Post- listening: Point at each picture and have students call out the words again “one, two, three.”   1. **Now, sing a song.**   - Play audio and have students listen.  - Play audio and have students turn to page 68.  - Play audio and have students sing the song as a whole class. | **-** listen and point  **-** listen and repeat  -Say aloud.  -Listen  **-** listen and repeat  - sing the song | | **5’** | **III.Consolidation**  **Game: “Listen and circle”**  - Write a lot of numbers one, two, three in different areas of the board, not in order and invite some students to go to the board.  - Say a number.  - Have the invited students circle the said number as many times as possible. | **-**Play game. |   Week 22 Date: 1-7/2/2021  Perios: 44  **UNIT 7: NUMBERS**  **Lesson 1**  **I. Objectives:**  By the end of this lesson, students will be able to count.  **II. Teaching aids:**  **Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.  **Students’ aids:** Student book, notebooks, workbook.  **III. Languages focus:**  **Vocabulary:**one, two, three  **IV. Procedures:**   |  |  |  | | --- | --- | --- | | **Time allotted** | **T’s activity** | **Ss’ activities** | | **5’** | **Warm-up**  **What is the missing letter?**  - Have students look at the flashcards and call out the words.  - Write them on the board.  - Erase 1 or 2 letters of each word.  - Have a student go to the board.  - Show a flashcard and have that student call out the word and say the missing letter(s).  - Repeat the activity with other students. | **-**Play game | | **25’** | **New lesson**  **D- Point and count.**  - Divide the class into pairs.  - Demonstrate the activity with a student using numbers “one, two, three” and pointing at the pictures (cat, dog, book….)  - Have student A point and Student B count.  - Swap roles and repeat.  - Check answers as a whole class, then count the objects as a whole class.  - Have some pairs demonstrate the activity in front of the class.  **E- Play “Board race”.**  - Have students look at the example.  - Divide the class into teams and have one student from each team stand a distance from the board.  - Stick two flashcards on the board and then say one of them.  - Have the students race to the board, touch that flashcard, and say the correct word.  - The first student to touch the flashcard and say the word gets a point for their team.  - Continue with other students.  **Exercise:**  **Task 1: Draw lines.** (Part A - page 42/ WB)  - Guide Ss to do the task.  - Have Ss look at the picture and draw lines.  - Have pair check.  **Task 2: Look, read, and circle.** (Part B - page 42/ WB)  - Guide Ss to do the task.  -Have Ss look at the pictures and circle the word.  - Have pair check.  **Task 3: Listen and put a tick or a cross.** (Part C - page 43/ WB)  - Guide Ss to do the task.  -Have Ss listen.  **-** Have ss put a tick or a cross.  - Have pair check.  **Task 4: look and read. Draw lines.** (Part D - page 43/ WB)  - Guide Ss to do the task.  -Have Ss look and read.  -Have Ss draw lines. | -Point and count.  -Say aloud.  -Do exercises in their workbook.  - draw lines  **-** circle the word  **-**tick or a cross.  **-** draw lines | | **5’** | **III.Consolidation**  **Game: Call out a number and clap**  - Hold up a flashcard and have students call out the number.  - Count out loud “One, two, three.” as you clap.  - Repeat with different numbers and have students call out the number of claps.  - Say a number and have students count and clap. | **-**Play game | |
| Week 23 Date: 15-19/2/2021  Period :45  **UNIT 7: NUMBERS**  **Lesson 2**  **I .Objectives:**  By the end of this lesson, students will be able to recognize the /ɪ/ and /dʒ/ sounds.  **II.Teaching aids:**  **Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.  **Students’ aids:** Student book, notebooks, workbook.   1. **Languages focus:**   **Vocabulary:** Ii, Jj, insect, ink, jump, juice  **IV. Procedures:**   |  |  |  | | --- | --- | --- | | **Time allotted** | **T’s activity** | **Ss’ activities** | | **5’** | **Warm-up**  **Write numbers and count things.**  - Draw pictures of the same things (but different numbers of things) in different areas of the board, e.g. One picture of two dogs, one picture of three cats, one picture of one bird….  - Have one, two or three students go to the board and write the corresponding number next to each picture, e.g. number 2 next to the picture of two dogs, number 3 next to the picture of three cats…  - Have Ss count the animals/ objects in each picture out loud. | **-**Draw pictures.  -Write number. | | **25’** | **New lesson**  **The alphabet**  - Play the alphabet song and have students listen.  - Play audio again and sing the song.  - Put the flashcards on the board for the letters in red (i and j).  - Point to each flashcard, call out the letter's name, and have students repeat.  **Letter I**  **1- Listen and repeat. Trace.**  **Listen and repeat:**  - Have students look at the letter.  - Play audio. Have students listen and repeat all together and individually. Correct student’s pronunciation if necessary.  - Have some students demonstrate the activity in front of the class.  **Trace:**  - Have students call out the letter sound.  - Demonstrate the steps of tracing the letters with your finger.  - Have students trace the letters with their fingers.  - Have some students demonstrate the activity in front of the class.  **2- Listen and repeat.**  **Listen and repeat:**  - Have students look at the picture, letter and word.  - Play audio. Have students listen and point to the letter and word as they hear.  - Have students listen and repeat all together and individually. - Have some students demonstrate the activity in front of the class.  **3- Sing.**  - Have students look at the lyrics and pictures.  - Read the lyrics as a whole class.  - Play audio, have students listen and point at the letters/words.  - Have students listen and sing along.  - Have some students sing and make the gesture in front of the class. | **-**Listen and sing the song.  -Listen and repeat.  - Trace the letters.  - Listen and repeat.  - Sing along. | | **5’** | **III.Consolidation**  **4- Listen and clap.**  - Demonstrate the activity.  - Have students stand up.  - Have students clap when they hear the 'i' sound.  - Have some students demonstrate the activity in front of the class. | **-** Clap their hands. |   Week 23 Date: 15-19/2/2021  **Period 46**  **UNIT 7: NUMBERS**  **Lesson 2**  **I. Objectives:**  By the end of this lesson, students will be able to recognize the /ɪ/ and /dʒ/ sounds.  **II. Teaching aids:**  **Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.  **Students’ aids:** Student book, notebooks, workbook.  **III. Languages focus:**  **Vocabulary:** Ii, Jj, insect, ink, jump, juice  **IV. Procedures:**   |  |  |  | | --- | --- | --- | | **Time allotted** | **T’s activity** | **Ss’ activities** | | **5’** | **Warm-up**  **Singing.**  -Have students sing the songs of letter ‘i’ again.  -Have them sing and make the gesture of an insect.  -Have some students sing and make the gesture in front of the class. | - Sing the song. | | **25’** | **New lesson**  **Letter J**  **1- Listen and repeat. Trace.**  **Listen and repeat:**  - Have students look at the letter.  - Play audio. Have students listen and repeat all together and individually. Correct student’s pronunciation if necessary.  - Have some students demonstrate the activity in front of the class.  **Trace:**  - Have students call out the letter sound.  - Demonstrate the steps of tracing the letters with your finger.  - Have students trace the letters with their fingers.  - Have some students demonstrate the activity in front of the class.  **2- Listen and repeat.**  - Have students look at the picture, letter and word.  - Play audio. Have students listen and point to the letter and word as they hear.  - Have students listen and repeat all together and individually. Correct student’s pronunciation if necessary.  - Have some students demonstrate the activity in front of the class.  **3- Sing.**  - Have students look at the lyrics and pictures.  - Read the lyrics as a whole class.  - Play audio, have students listen and point at the letters/words.  - Have students listen and sing along.  - Have students sing and make a gesture (jumping).  - Have some students sing and make the gesture in front of the class.  **4- Listen and jump.**  - Demonstrate the activity.  - Have students stand up.  - Have students jump when they hear the 'j' sound.  - Have some students demonstrate the activity in front of the class.  **Exercise:**  **Task 1: Trace the letters. (Part A - page 44/ WB)**  - Guide Ss to do the task.  - Have Ss trace the letter.  - Have pair check.  **Task 2: Color the correct letters. (Part B - page 44/ WB)**  - Guide Ss to do the task.  - Have Ss color the letters.  - Have pair check.  **Task 3: Listen and circle. (Part C - page 45/ WB)**  - Guide Ss to do the task.  - Have Ss listen to the tape.  - Have Ss circle.  - Have pair check.  **Task 4: Trace and draw lines. (Part D - page 45/ WB)**  - Guide Ss to do the task.  - Have Ss trace the letter.  - Have Ss draw lines.  - Have pair check.  **Task 5: Look, read, and circle. (Part E - page 45/ WB)**  - Guide Ss to do the task.  - Have Ss look at the pictures.  - Have Ss circle the word.  - Have pair check. | **-** listen and repeat.  **-** trace the letters  **-** listen and point  **-** listen and repeat  **-** listen and sing along.  - Listen and jump.  -Do exercises in their workbook.  **-** trace the letter  - color the letters  **-**Listen and circle  - trace the letter  **-** draw lines  **-** circle the word | | **5’** | **III.Consolidation**  **Game: “Listen and tap”.**   * Write the letters and the words in different areas on the board. * Divide the class into groups. * Invite a student from each group to go to the board. * Call out a letter sound or a word. * The students will run and slap the letter or the word on the board and say it loudly. * The faster student will be the winner. * Repeat the activity with other students. | **-**Play game |   Week: 24 Date: 1-5/3/2021  Period: 47  **UNIT 7: NUMBERS**  **Lesson 3( P1)**  **I. Objectives:**  By the end of this lesson, students will be able to talk about how old they are.  **II. Teaching aids:**  **Teacher’s aids:** student book and teacher’s book, class CDs,whiteboard/TV.  **Students’ aids:** Student book.  **III. Languages focus:**  **Vocabulary:** four, five, six  **Structures:** (Vinh)’s (six).  **IV. Procedures:**   |  |  |  | | --- | --- | --- | | **Time** | Teacher’s activities | Students’activities | | 5’ | **I. Warm-up**  Sing the alphabetsong  - Play the alphet song and have students listen and sing.  Play the game: Pick up the apples.  - Show the apple tree.  -Give the instructions:  + Have Students look at the apple.  + Choose one apple and say.  - Give the comments | - Sing a song  - Look  - Choose and say  - Listen | | 25’ | **II.Presentation**  Introduce the new lesson:  Pre- vocabulary:  Four: số 4  Five : số 5  Six: số 6  Teacher(3)- Chorus (2)- Individually(3)  Checking Vocabulary:  **Play “Heads up. What’s missing?”**  - Divide the class into two teams.  3. - Arrange the flashcards on the board and remove one card when students are not looking.  - One student from each team calls out the missing flashcard.  **A- Listen and point. Repeat.**  CD2-Track 21:   1. Have students listen to each new word. 2. Have students listen to each new word and repeat all together and individually. Correct student’s pronunciation if necessary. 3. Arrange the flashcards on the board. Play audio and have students listen and point at the pictures in their books. 4. Play audio again and have students listen, repeat several times.   **B. 1. Listen and point.**  1. **Pre- listening:**  - - Introduce the situation, point at each person in the picture and have students call out the words “two”, "four", "five", "six".  2. **While- listening:**  - Play audio and have students look at the picture.  -Demonstrate the activity by pointing at “two”, "four", "five", "six" in the picture.  - Play the audio again. Have students listen and repeat.  4. - Play audio again. Have students listen and point.  5. **Post- listening**:  - Point at each picture and have students call out the words again “Binh’s four./Phuong’s five./ Bao’s two….”  6. **2. Listen and repeat.**  1. Have students look at the useful language box.  2. Play audio. Have students listen to the useful language.  3. Have students practice the useful language.  4. Have some students demonstrate the activity in front of the class. | - Listen and repeat  - Look  - Call out the missing flashcard.  - Listen  - Listen and repeat  - Listen and point  - Listen and repeat again  - Call out the words.  - Look at the picture.  - Listen and repeat  - Listen and point  - Call out the words  - Look  - Listen  - Practice  - Demonstrate | | 5’ | **III. Consolidation**  **Play “Guess the number”.**  - Have students look at the example.  - Divide the class into two teams.  3 - Have a student stand facing away from the board and stick a flashcard on the board behind them.  4. - Have the student try to guess the answer without looking at the flashcard.  - Give that team one point if it's a correct guess.  -Have teams take turns.  Give comments the lesson | - Look  - Two teams  - Guess the answer  - Take turns | |
| **Week:**   24                                      **Date :** 1-5/3/2021  **Period: 48**  **UNIT 7: NUMBERS**  **Lesson 3( P2)**  **I. Objectives:**  By the end of this lesson, students will be able to talk about how old they are.  **II. Teaching aids:**  **Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, whiteboard/TV.  **Students’ aids:**Student book, workbook.  **III. Languages focus:**  **Vocabulary:** four, five, six  **Structures:**   * (Vinh)’s (six). * How old are you? * I’m (six).   **IV. Procedures:**   |  |  |  | | --- | --- | --- | | **Time** | **Teacher’s activities** | **Students’activities** | | 5’ | **I. Warm-up**  Play: What is the missing number?   * Count from 1 to six skipping some numbers. * Have students say the missing numbers. * Have some students demonstrate the activity in front of the class. * Start a new activity counting down 6-1 skipping some numbers. | - Say the missing numbers.  - Demonstrate | | 25’ | **II. Presentation**  **New lesson**  **D- 1. Listen to the story.**  1. Pre-listening: Have students look at the picture. Point to each person in the pictures and have students call out the people they see.  2. While-listening:   * Play audio and have students look at the picture and people. * Demonstrate the activity by pointing at the speech bubbles. * Have students listen, point and read.   3. Post-listening: Point at each person in the picture and have students say "How old are you?/ I’m five./ I’m six.".     1. **Listen and repeat:**   1. Have students look at the useful language box.  2. Play audio. Have students listen to the useful language.  3. Have students practice the useful language.  4. Have some students demonstrate the activity in front of the class.  **E – Ask and answer:**  1. Divide the class into pairs.  2. Have Student A ask and Student B answer. Then they swap roles.  3. Have some pairs demonstrate the activity in front of the class.  **Practice:**  **Asking your friends’ age.**   * Have students go around, say “I’m (six).” and ask their friends “How old are you?”. Have these students answer. * Have some students demonstrate the activity in front of the class. | -Look  - Call out the people.    - Look  -Listen  - Listen,point and repeat.  -Say    -Look  - Listen  -Practice  - Demonstrate  -Work in pairs  -Demonstrate  - Go around.  -Ask and answer  - Demonstrate | | 5’ | **III.Consolidation**  Count in row and tell friends your age.   * Have students count in row 1-6. Have the student who says number six stand up and say “I’m six.” | -Count in row 1-6. Have the student who says number six stand up and say “I’m six.” | |