**Week 1: Date: 7-11/09/2020.**

**Unit 1: Letter Nn**

**Period 1: Lesson One**

**I. Objectives**

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

* recognize and pronounce the letter Nn and its sound correctly
* understand, recognize and say the three Nn words
* write the letter Nn

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary:** nut, net, nest

**IV. Sight words:**look

**V. Teaching aids**

- CD tracks2-4; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5ms  8ms  4 ms  5 ms  5 ms  5 ms  3 ms | **I.Warm up**  - Say *Hello* to all the children and elicit *Hello* in response.  - Ask every child to say *Hello* to the other children.  - Ask the children *How are you?* And ask them to ask and answer each other.  - Write the letters A to M on the board leaving out a couple of them. Ask the students to complete.  - Have the students to say the letters A to M  **II. Presentation & Practice**  **1. Listen, point and repeat. Colour (Track 02):** Introduction of letter N, its sound and how to pronounce the words beginning with Nn  - Use a card with letter Nn (or write on board the letter Nn) to introduce to the students the new lesson.  - Instruct students how to pronounce the letter name and the letter sound by saying: “This is the letter N /ɛn/. The letter N says /n/.”  - Repeat several times and check students’ pronunciation (letter N /ɛn/ and its sound /n/)  - Use the phonics cards with **nut**, **net**, and **nest**, read the words out loud and have students repeat.  - Use gestures to help students to understand the meanings of the three words. Check in Vietnamese.  - Stick the cards on board and have students repeat the words chorally several times (in the correct order and then in any order).  - Call some students to say the words out loud and correct their mistakes (if any).  - Ask the students to open their books and colour in the letters.  **Activity: Sit and Stand Game**  - Show the 3 phonics cards one by one. For example, show the card with ***nut***, but incorrectly say ***net*** or ***nest***, the students will stand; if the words are correctly said, they will stay sitting.  - Do the same procedure for the other two cards.  - Give feedback  **2. Listen and point. Colour. (Track 03): Read the words with “Look!”**  - Have students look at the book and listen to the words: a nut, a net, a nest.  - Have students listen and repeat the words for several times.  - Give feedback  - Ask the students to colour the nut, net and nest using any colour they like.  - Go around the classroom asking the students to name the item they are colouring.  E.g: Teacher: (pointing to the nut) What’s this?  Student: A nut.  **Activity: Touching Game**  - Put the 3 phonics cards on the board in this order: nut, net, nest.  - Divide the class into 2 teams; call one student of each team to stand 1m from the board  - Read one of the three words out loud (e.g. a nut), students must run to tap the card of that word.  - Student who taps the correct card first will get 1 point for his/her team.  - Call 4-6 students per team to the board if possible  - Give feedback  **3. Chant and show! (Track 04)**  **-** Use the phonics cards on the board and have students sing the chant with nut.  - Do the same with net and nest.  - The whole class sings the whole chant.  - Do the chant again without the CD this time.  - Keep the rhythm by clapping their hands.  - Give feedback.  **III. Production**:  **Activity : Writing in the air**  - Show the letter Nn again, have students write the Nn in air with their fingers. | - Say *Hello* in response.  - Say *Hello* to each other.  - Say *I’m fine, thanks. And you?*  - Some students go to the board to complete.  - Look and say  - Look and listen.  - Listen  - Listen and repeat  - Listen and repeat  - Look and listen  - Look and say  - Some students stand up and say the words.  - Open their books and colour in the letters.  - Look, listen and sit or stand  - Look and say  - Listen and repeat  - Colour  - Look and say  - One student of each team stands 1m from the board  - Listen and run to tap the card  - Listen and sing  - Sing the whole chant  - Sing again without CD, clapping hands.  - Look and write the Nn in the air with fingers. |

**Week 1: Date: 7-11/09/2020.**

**Unit 1: Letter Nn**

**Period 2: Lesson 2**

**I. Objectives**

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

* Recognize and say the three Nn words correctly
* Do the corresponding actions
* Read the story
* Sing letter Nn song

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary:**  nut, net, nest

**IV. Sight words:** look, a, in, and

**V. Teaching aids**

- CD tracks 4-6; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 4ms  5ms  8 ms  3 ms  5 ms  5 ms  5 ms | **I.Warm up**  - Greet students  - Have students sing the chant in lesson 1 ( Track 04), keep the rhythm by clapping their hands  **II. Presentation & Practice**  **Lead-in Activity: Act It Out Game**  **-** Choose a student to come to the front of the class.  - Show him/her a phonics card or whisper a word, and have student act it out.  - The remaining students try to guess the correct answer.  - The first student to raise his/ her hand and answer correctly will come to the front of the class and activity continues.  **4. Listen. Read Along (Track 05)**  **-** Encourage the students to point to the picture of the word that the teacher says.  - Play the CD. Have the students listen to the story once.  - Play the CD again. The students listen and point to the pictures of the key words when they hear them in the story  - Read the story. The students follow their books.  - Teacher reads the printed words then let the students look at the pictures and say the words.  - Ask students work in pairs. One reads while the other checks, then they change roles.  **Activity: Say the Sight Words**  **-** Point to and say the sight words: look, a, in, and  - Have students repeat  - Have some students read them aloud.  **Activity: Chinese Whispers Game**  - Divide the class into 2 teams. Call 4 students from each team, then have them make 2 lines.  - The first student of each team runs to the teacher (at the same time); teacher whispers a word to them.  - The first students whisper the word to the students behind and so on.  - The last students say the word aloud.  **5. Song (Track 06)**  **-** Put the nut, net and nest phonics cards up on the board.  - Point to the nut and say: “A nut is in a n, n, net!” The students repeat.  - Follow the same procedure and present the rest of the song.  - Play the CD. The students listen and sing along.  - Play the CD again. The pupils sing and do corresponding actions.  **Activity: Which One Is Missing?**  - Stick the phonics cards on the board.  - Give the students a minute to look at the cards.  - Have students close their eyes and then take away one cards.  -Tell the students to open their eyes and name the missing cards. | - Say *Hello* in response.  - Sing the chant  - One student comes to the front.  - Look and act it out  - Others guess  - Another student continues the game.  - Listen and point.  - Listen  -Listen again and point to the pictures.  - Listen and look  - Look and say  - Work in pairs  - Point and say  - Listen and repeat  - Some students read  - Play in 2 teams  - Listen, whisper and say aloud.  - Look  - Listen and repeat  - Listen and repeat  - Listen and sing along.  - Sing and do  - Look  - Close the eyes  - Open the eyes and name the missing cards. |

**Week 2: Date:14- 18/09/2020.**

**Unit 1: Letter Nn**

**Period 3: Lesson 3**

**I. Objectives**

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

* Read and say the three Nn words correctly
* Recognize and say a new Nn word correctly

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary:**  nut, net, nest, nose

**IV. Sight words:** look, a, in, and

**V. Teaching aids**

- CD tracks 6- 7; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 4 ms  7ms  5 ms  8 ms  10 ms | **I.Warm up**  - Play the song from Lesson 2 (Track 06), ask students to sing along and do corresponding actions.  **II. Presentation & Practice**  **6. Circle the things that begin with n. Say then sound**  - Show the picture to the whole class.  - Point to the nut and say: a nut.  - Point to the fish and say: a fish.  - Ask the students which one begins with letter Nn.  - Have the students circle the nut that has Nn in it and say: /n/ nut  - Give the students 2 minutes to circle the pictures that have Nn in them.  - Go around the classroom asking the students to say the n sound they circle.  **Activity: Which One is Missing**?  - Stick the phonics cards on the board.  - Give the students a minute to look at the cards.  - Have students close their eyes and take away one cards.  - Tell the students to open their eyes and name the missing.  **7. Listen, point and repeat. Colour the pictures of the words that start with the n sound. Say the n words. (Track 07)**  - Show the students the nose phonics card. Point to it and say: /n/ - nose. Ask them to repeat.  - Point to your nose and say: /n/ - nose. Encourage the students to do the same.  - Point to the pictures, the students do corresponding actions and say the words.  - Give the students 2 minutes to colour in the pictures of the words that begin with the /n/ sound.  - Go around the classroom asking the students to say the n words they are colouring.  **Activity: Craftwork**  - Ask the students to take out their notebooks.  - Ask them to choose one word the draw the letter and the picture in their notebooks.  - Tell them to colour the letter and the picture.  - The three first students who finish will show their picture to the class. | - Sing the song and do  - Look and listen  - Listen and answer  - Circle and say  - Circle the pictures that have Nn in them.  - Look  - Close the eyes  - Open the eyes and name the missing.  - Listen and repeat  - Look , listen and follow  - Look , listen and do  - Colour  - Look and say  - Take out the notebooks  - Draw the letter and the picture  - Colour  - Show the pictures to class |

**Week 2: Date: 14-18/09/2020.**

**Unit 1: Letter Nn**

**Period 4: Lesson 4**

**I. Objectives**

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

* Review the sound of the letter Nn, four Nn words and recognize the corresponding pictures
* Write the letter Nn

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. VocabularyRevision:**  nut, net, nest, nose

**IV. Teaching aids**

- CD tracks 6- 7; CD player

- Phonics cards, colored chalks

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 3ms  3ms  5 ms  5 ms  4 ms  5 ms  5 ms  5 ms | **I.Warm up**  - Have the students listen to the chant in lesson 1 Unit 1 (Track 04)  - Have the students sing and act to the chant  **II.Revision& Practice**  **1. Trace and say (Page 2 – Activity Book)**  **Activity: Revision of letter N, its sound**  **Speaking**  - Write on the board the big N and small n  - Point to the letter N and say out loud “This is the letter N  / ɛn/. The letter N says / n/”  - Point to the letter n and say out loud “This is the letter n  / ɛn/. The letter n says / n/”  - Have the class repeat its sound chorally, then individually  - Have the students say the sound individually, correct the pronunciation if necessary  **Activity: How to write letter N**  **Writing & Speaking**  - Demonstrate how to write the big N by stroke  - Draw an example of letter N using dashed lines  - Use a different colored chalk to model tracing the letter N - Have some students practice tracing letter N on the board  - Have students trace letter N in the books  - Students say /n/ after each finished letter  - Go around to give help if necessary  - Repeat the same procedure with the lower letter n  **2.Write the letter Nn. Then tick (√) (Page 2 – Activity Book)**  **Writing & Reading**  - Copy the box from the book to the board  - Tell the students that you are going to write the letter Nn into the box  - Demonstrate the writing.  - Put phonics cards of a nut and a mouse on the board.  - Draw 2 small square boxes next to them on the board  - Ask the students which one goes with letter Nn and then tick the correct box  - Ask the students to write the letter Nn in the boxes in their book and tick the correct picture that corresponds to the letter.  **Answer keys**: 1. nut, 2. nest  **3**.**Trace and write n (Page 3 – Activity Book)**  **Activity 1: Revision of words starting with letter Nn – Thumbs Up or Down**  **Speaking & Listening**  - Ask the students to close their books.  - Hold up the phonics cards one at a time.  - Ask the students to verify the word the teacher says by putting their thumbs up or down.  E.g. Teacher: (holding up the net phonics card)  Nose. Up or Down?  Class: (putting their thumbs down)  Teacher: Good! What it is?  Class: Nose!  **Activity 2: Writing**  - Put the phonics card (net) on the board.  - Copy the dashed line from question 1 in the book to the board  - Demonstrate tracing the line to connect the net and the word \_\_et  - Ask the students for the missing letter and write it in the gap  - Have the students do the same procedure in their book  - Go around and give help as needed  **Answer keys**:1. net, 2.nose, 3.nut  **4. Circle the pictures of the words that begin with the n sound. (Page 3 – Activity Book)**  **Activity 1:**  - Put the phonics cards (mouse, nose, net, monkey, nut, nest) up on the board.  - Point to the mouse and say: /n/ mouse.  - Point to the nose and say: /n/ nose.  - Ask the students which one begins with the n sound.  - Have the students circle the nose that has Nn in it and say: /n/ nose  - Give the students 2 minutes to circle the pictures that have Nn in them.  - Go around the classroom, asking the students to say the n sound they circle.  **Activity 2: Sound and Word Game**  - Divide the class into two teams, team A and team B.  - Put one of the phonics cards (e.g: nest) on the board.  - Ask a student from Team A to identify the sound (one point), the picture (one point) or both (two points).  - Continue with a student from Team B.  - Write the points for each team on the board.  - Give feedback | - Sing the chant and do  - Look and listen  - Listen and repeat chorally and individually  - Look  - Trace letter N in the books and say  - Listen  - Look  - Look , listen and say  - Write and tick  - Close the books  - Look and put the thumbs up or down  - Look  - Listen and answer  - Write  - Look and listen  - Listen and answer  - Circle and say  - Look and circle  - Look and say  - Look and say the sound and word |

**Week 3: Date:21- 25/09/2020.**

**Unit 2: Letter Oo**

**Period 5: Lesson One**

**I. Objectives**

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

* recognize and pronounce the letter Oo and its sound correctly
* understand, recognize and say the three Oo words
* write the letter Oo

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary:** olive, orange, octopus

**IV. Sight words:**this, is

**V. Teaching aids**

- CD tracks 8-10; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5ms  7 ms  3 ms  5 ms  6 ms  5 ms  4 ms | **I. Warm up**  **Activity**: **Hot Cards**   * Have the students sit down. * Hand out the phonics card from the previous unit. * Play the song from Lesson 2 Unit 1 (Track 06). * While the song is playing, the students pass the phonics card around. * Stop the song, the student holding the phonics card must say that word.   **II. Presentation & Practice**  **1. Listen, point and repeat. Colour (Track 08):**Introduction of letter O, its sound and how to pronounce the words beginning with Oo  - Use a card with letter Oo(or write on board the letter Oo) to introduce to the students the new lesson.  - Instruct students how to pronounce the letter name and the letter sound by saying: “This is the letter O /oʊ /. The letter N says /o/.”  - Repeat several times and check students’ pronunciation (letter O / oʊ / and its sound /o/)  - Use the phonics cards with **olive**, **orange**, and **octopus**, read the words out loud and have students repeat.  - Use gestures to help students to understand the meanings of the three words. Check in Vietnamese.  - Stick the cards on board and have students repeat the words chorally several times (in the correct order and then in any order).  - Call some students to say the words out loud and correct their mistakes (if any).  - Ask the students to open their books and colour in the letters.  **Activity: Where’s the Letter?**   * Divide the class into 6 groups. * Hand out photocopies of the page from some story books. * Give the students 2 mins to search for and circle the letter Oo on that page. * Give feedback.   **2. Listen and point. Colour. (Track 09): Read the words with structure “This is an…”**  - Have students look at the book and listen to the words: an orange, an olive, an octopus  - Have students listen and repeat the words for several times.   * Put up the phonics cards on the board. * Point to the orange card and say: This is an orange. * Ask the students come to the board. * Point to the phonics card and say: This is an……….. * Give feedback   **Activity: Jumping Game**  - Have students play in 2 teams of 5.   * Put a line of masking tape on the floor * Designate one side True and the other False * Hold up a phonics card (e.g: octopus) and say: octopus * Jump on the True side. * Hold up another phonics card (e.g: olive) and say: nut * Jump on the False side. * Do the same with another phonics card * The students who end up on the wrong side sit out. * Give feedback   **3. Chant and show! (Track 10)**  **-** Use the phonics cards on the board and have students sing the chant with **olive**.  - Do the same with **orange** and **octopus**.  - The whole class sings the whole chant.  - Do the chant again without the CD this time.  - Keep the rhythm by clapping their hands.  - Give feedback.  **III. Production**:   * Divide the class into 3 groups (olive, orange, octopus). * Each group says the appropriate chant while the rest of the class claps. * Ask the groups to show their corresponding picture cards while they chant. | - Sit down.  - Take the phonics card  - Listen to the song and pass the card around  - A student holding the phonics card must say that word.  - Look and listen.  - Listen  - Listen and repeat  - Listen and repeat  - Look and listen  - Look and say  - Some students stand up and say the words.  - Open their books and colour in the letters.  - Work in 6 groups.  - Find and circle the letter Oo  - Look and listen  - Listen and repeat  - Look  - Listen  - Some students come to the board and say.  - Play in 2 teams of 5.  - Look and listen  - Listen and Jump  - Listen and sing  - Sing the whole chant  - Sing again without CD, clapping hands.  - Chant in groups |

**Week 3: Date: 21-25/09/2020.**

**Unit 2: Letter O o**

**Period 6: Lesson 2**

**I. Objectives**

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

* Recognize and say the three Oo words correctly
* Do the corresponding actions
* Read the story
* Sing letter Oo song

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary:** olive, orange, octopus

**IV. Sight words:**this, is, an, with, and

**V. Teaching aids**

- CD tracks 11-12; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 4 ms  5 ms  8 ms  3 ms  5 ms  5 ms  5 ms | **I.Warm up**  - Show the phonics cards, ask students to do corresponding actions then say the sound of the letter and words.  **E.g**. Teacher: (show the ‘olive’ card). Say ’olive’  Class: (mime eating an olive) /o/ olive  **II. Presentation & Practice**  **Lead-in Activity: Draw it Game**   * Divide the class into 2 teams, A and B. * Ask two students, one from each team to come to the board. * Name a word item from the previous lesson. * The students quickly draw it. * The student who finishes first will get 1 point. * Do the same with the other words. * Give feedback.   **4. Listen. Read Along (Track 11)**   * Encourage the students to point to the picture of the word that the teacher says. * Play the CD. Have the students listen to the story once. * Play the CD again. The students listen and point to the pictures of the key words when they hear them in the story. * Read the story. The students follow their books. * Teacher reads the printed words then let the students look at the pictures and say the words. * Ask students work in pairs. One reads while the other checks, then they change roles. Or one reads the printed words while the other looks at the pictures and says the words.   **Activity: Say the Sight Words**  **-** Point to and say the sight words: look, a, in, and  - Have students repeat  - Have some students read them aloud.  **Activity: Memory Game**   * Put up the phonics cards on the board. * Ask the students to memorise the order in which the items appear. * Remove the phonics cards. * Ask a student to name the items in the correct order. * Do the same procedure with changing the order of the phonics cards. * Give feedback   **5. Song (Track 12)**  **-** Put the nut, net and nest phonics cards up on the board.  - Point to the nut and say: “A nut is in a n, n, net!” The students repeat.  - Follow the same procedure and present the rest of the song.  - Play the CD. The students listen and sing along.  - Play the CD again. The pupils sing and do corresponding actions.  **Activity: Step on It Game**  - Put the phonics cards in a circle on the floor.  - Play the song (Track 12).  - Have the students walk around the cards.  - Stop the music and name an item on one of the cards. (e.g: orange)  - The students race to step on that orange card.  - The first student to step on it is the winner.  - Continue the activity until all phonics cards have been removed. | - Look, do and say  - One student comes to the board.  - Listen  - Others draw  - Other students continue the game.  - Listen and point.  - Listen  -Listen again and point to the pictures.  - Listen and look  - Look and say  - Work in pairs  - Point and say  - Listen and repeat  - Some students read  - Look  - Try to memorise the order  - Name the items in the correct order  - Look  - Listen and repeat  - Listen and repeat  - Listen and sing along.  - Sing and do  - Look  - Listen and walk  - Listen  - Listen and step on the corresponding cards. |

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

**Unit 2: Letter Oo**

**Period 7: Lesson 3**

**I. Objectives**

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

* Read and say the three Oo words correctly
* Recognize and say a new Oo word correctly

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary:** olive, orange, octopus, omelette

**IV. Teaching aids**

- CD tracks 12-13 ; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 4 ms  5 ms  8 ms  7 ms  10 ms | **I.Warm up**  - Play the song from Lesson 2 (Track 12), ask students to sing along and do corresponding actions.  **II. Presentation & Practice**  **Activity: Thumbs Up or Down**  - Ask the students to close their books.  - Hold up the phonics cards one at a time.  - Ask the students to verify the word the teacher says by putting their thumbs up or down.  e.g. Teacher: (holding up the octopus phonics card)  Orange. Up or Down?  Class: (putting their thumbs down)  Teacher: Good! What it is?  Class: Octopus!  **6. Say the o words. Colour the o words**   * + Ask the students to take out their colour pencils/ crayons.   + Name some colours and ask the students to repeat.   + Use the structure: “I like…” and ask the students hold up the colour pencils/ crayons they like.   + Show the picture in the book to the whole class.   + Point to the orange and say: an orange.   + Have the students say the word and colour it.   + Give the students 2 minutes to circle the pictures that have Oo in them.   + Go around the classroom asking the students to say the o words they are colouring.   **7. Listen, point and repeat. Colour the pictures of the words that start with the o sound. Say the o words (Track 13) (7 mins)**   * + Show the students the omelette phonics card. Point to it and say: /o/ - omelette. Ask them to repeat.   + Mime cracking and beating eggs and say: /o/ - omelette. Encourage the students to do the same   + Point to the pictures, the students do corresponding actions and say the words.   + Divide the class into groups of two.   + The first student point to the pictures and the other student say the word then change the roles.   + Ask the students to colour in the pictures of the words that start with the /o/ sound.   **Activity: Craftwork**  - Ask the students to take out their notebooks.  - Ask them to choose one word the draw the letter and the picture in their notebooks.  - Tell them to colour the letter and the picture.  - The three first students who finish will show their picture to the class. | - Sing the song and do  - Close the books.  - Listen and put thethumbs up or down.  - Take out their crayons  - Listen and repeat   * + Hold up the crayons they like.   - Show the picture  - Say and colour  - Circle the pictures that have Oo in them.  - Listen and repeat  - Look and follow  - Do and say  - Work in pairs.   * + Colour in the pictures of the words that start with the /o/ sound.   - Take out the notebooks  - Draw the letter and the picture  - Colour  - Show the pictures to class |

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

**Unit 2: Letter Oo**

**Period 8: Lesson 4**

**I. Objectives**

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

* Review the sound of the letter Oo, four Oo words and recognize the corresponding pictures
* Write the letter Oo

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. VocabularyRevision:** olive, orange, octopus, omelette

**IV. Teaching aids**

- CD tracks 10; CD player

- Phonics cards, colored chalks

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 3 ms  3 ms  5 ms  5 ms  5 ms  5 ms  5 ms  5 ms | **I.Warm up**  - Have the students listen to the chant in lesson 1 Unit 1 (Track 04)  - Have the students sing and act to the chant  **II.Revision& Practice**  **1. Trace and say (Page 4 – Activity Book)**  **Activity 1: Revision of letter O, its sound**  **Speaking & Listening**  - Write on the board the big O and small o  - Point to the letter O and say out loud “This is the letter O  /oʊ/. The letter O says / o /”  - Point to the letter o and say out loud “This is the letter o  /oʊ/. The letter o says / o /”  - Have the class repeat its sound chorally, then individually  - Have the students say the sound individually, correct the pronunciation if necessary  **Activity: How to write letter O**  **Writng & Speaking**  - Demonstrate how to write the big O by stroke  - Draw an example of letter O using dashed lines  - Use a different colored chalk to model tracing the letter O- Have some students practice tracing letter O on the board  - Have students trace letter O in the books  - Students say /o/ after each finished letter  - Go around to give help if necessary  - Repeat the same procedure with the lower letter o  **2. Trace and match (Page 4 – Activity Book)**  **Activity 1: Revision of words starting with letter Oo and letter Nn– Games Stand & Sit**  **Speaking and Listening**  - Show up the 8 phonics cards (nut, net, nest, nose, olive, orange, octopus, omelette) one by one. For example, show the card with nut, but incorrectly say olive or nose, the students should stand; if the words are correctly said, they should stay sitting.  - Do the same procedure for the other two cards.  - Give feedback  **Activity 2: (5 mins)**  **Tracing & Matching:**  - Put the phonics card (olive, nut) on the board.  - Copy the box from question 1 and 2 in the book to the board.  - Demonstrate tracing the line of letter O, o and letter N, n using dashed lines.  - Ask the students which one goes with letter O.  - Match letter O with the correct phonic card (olive) and small letter o.  - Do the same with letter N.  - Have the students do the same procedure in their book.  - Go around and give help as needed.  **3**.**Write the letter Oo. Tick (🗸) the pictures of the words that start with the o sound (Page 5 – Activity Book)**  **Speaking & Listening**  Writing & Reading  - Copy the box from the book to the board  - Tell the students that you are going to write the letter Oo into the box  - Demonstrate the writing. Put phonics cards of an olive and a net on the board.  - Draw 2 small square boxes next to them on the board  - Ask the students which one goes with letter Oo and then tick the correct box  - Ask the students to write the letter Oo in the box in their book and tick the correct picture that corresponds to the letter.  Answer keys: olive, octopus, orange, omelette  **Activity 2: Writing**  - Put the phonics card (net) on the board.  - Copy the dashed line from question 1 in the book to the board  - Demonstrate tracing the line to connect the net and the word \_\_et  - Ask the students for the missing letter and write it in the gap  - Have the students do the same procedure in their book  - Go around and give help as needed  **Answer keys**:1. net, 2. nose, 3. nut  **4. Circle the pictures of the words that begin with the n sound. (Page 3 – Activity Book)**  **Activity 1:**  - Put the phonics cards (mouse, nose, net, monkey, nut, nest) up on the board.  - Point to the mouse and say: /n/ mouse.  - Point to the nose and say: /n/ nose.  - Ask the students which one begins with the n sound.  - Have the students circle the nose that has Nn in it and say: /n/ nose  - Give the students 2 minutes to circle the pictures that have Nn in them.  - Go around the classroom, asking the students to say the n sound they circle. | - Sing the chant and do  - Look  - Listen and repeat  - Repeat chorally, then individually  - Look  - Trace on the board  - Trace in the books and say  - Look, listen and stand up or stay sitting.  - Look  - Look and match  - Look  - Listen  - Answer and tick  - Write  - Trace the line to connect the net and the word \_\_et  - Write the missing letter  - Look  - Listen and answer  - Circle and say |

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

**Unit 3: Letter Pp**

**Period 9: Lesson One**

**I. Objectives**

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

* recognize and pronounce the letter Pp and its sound correctly
* understand, recognize and say the three Pp words
* write the letter Pp

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary:** pen, panda, parrot

**IV. Sight words:**please

**V. Teaching aids**

- CD tracks 14-16; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5ms  7 ms  4 ms  6 ms  5 ms  5 ms  3 ms | **I.Warm up**   * Put up the phonics cards from the previous unit (olive, orange, omelette, octopus) on the board. * Write the first and last letter below each phonics card. * Ask individual students to come to the board and complete the words. * Ask the rest of the class for verification.   **II. Presentation & Practice**  **1. Listen, point and repeat. Colour (Track 14):**  Introduction of letter P, its sound and how to pronounce the words beginning with Pp  - Use a card with letter Pp(or write on board the letter Pp) to introduce to the students the new lesson.  - Instruct students how to pronounce the letter name and the letter sound by saying: “This is the letter Pp /piː/. The letter P says /p/.”  - Repeat several times and check students’ pronunciation (letter P /piː / and its sound /p/)  - Use the phonics cards with **pen**, **panda**, and **parrot**, read the words out loud and have students repeat.  - Use gestures to help students to understand the meanings of the three words. Check in Vietnamese.  - Stick the cards on board and have students repeat the words chorally several times (in the correct order and then in any order).  - Call some students to say the words out loud and correct their mistakes (if any).  - Ask the students to open their books and colour in the letters  **Activity: Sound and Word Game**   * Divide the class into two teams, team A and team B. * Put one of the phonics cards (e.g: pen) on the board. * Ask a student from Team A to identify the sound (one point), the picture (one point) or both (two points). * Continue with a student from Team B. * Write the points for each team on the board.   - Give feedback  **2. Listen and point. Choose. (Track 15): Read the words with “Please!”**  - Have students look at the book and listen to the words: a pen, a panda, a parrot  - Have students listen and repeat the words for several times  - Ask the students to look at the pairs of pictures on the side   * Choose the correct one for each corresponding item in the picture. * Go around the classroom asking the students to name the item they are matching.   **Activity: Speed Race Game**  - Put three chairs in front of the board.  - Divide the class into 3 teams; call one student of each team to stand up.  - Put a phonics card on each chair.  - Read one of the three words out loud (e.g. a panda), students must try to be the first to sit on the chair with the corresponding phonics card.   * The student who sits on the chair first will get 1 point for his/her team. * Give feedback   **3. Chant and show! (Track 16)**  **-** Use the phonics cards on the board and have students sing the chant with **pen**.  - Do the same with **panda** and **parrot**.  - The whole class sings the whole chant.  - Do the chant again without the CD this time.  - Keep the rhythm by clapping their hands.  - Give feedback.  **III. Production**:  - Ask the students to open their notebooks.  - Give the students 2 ms to write as many Pp as they can  - The winner is the student who has written the most. | - Look  - Some students come to the board and complete the words.  - Look and listen.  - Listen  - Listen and repeat  - Listen and repeat  - Look and listen  - Look and say  - Some students stand up and say the words.  - Open their books and colour in the letters.  - Work in 2 teams.  - Look and say in turns  - Look and listen  - Listen and repeat  - Look  - Listen  - Some students come to the board and say.  - Play in 3 teams.  - One student of each team stands up  - Look  - Listen and sit  - Listen and sing  - Sing the whole chant  - Sing again without CD, clapping hands.  - Open the notebooks  - Write Pp |

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

**Unit 3: Letter Pp**

**Period 10: Lesson 2**

**I. Objectives**

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

* Recognize and say the three Pp words correctly
* Do the corresponding actions
* Read the story
* Sing letter Pp song

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary:** pen, panda, parrot

**IV. Sight words:**can, I, have, a, please, thank, you

**V. Teaching aids**

- CD tracks 17-18; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 4 ms  5 ms  8 ms  3 ms  5 ms  5 ms  5 ms | **I.Warm up**  **Activity: What is it?**   * Hold up the phonics cards, one at a time. * Partly hidden by a sheet of paper. * Slowly reveal the phonics card. * The students try to guess what the phonics card is. * Give feedback   **II. Presentation & Practice**  **Lead-in Activity: Touching Game**   * Put the 3 phonics cards on the board in this order: ***pen, panda, parrot***. * Divide the class into 2 teams; call one student of each team to stand 1m from the board * Read one of the three words out loud (e.g. ***a pen***), students must run to tap the card of that word. * Student who taps the correct card first will get 1 point for his/her team. * Call 4-6 students per team to the board if possible * Give feedback.   **4. Listen. Read Along (Track 17)**   * Encourage the students to point to the picture of the word that the teacher says. * Play the CD. Have the students listen to the story once. * Play the CD again. The students listen and point to the pictures of the key words when they hear them in the story. * Read the story. The students follow their books. * Teacher reads the printed words then let the students look at the pictures and say the words. * Ask students work in pairs. One reads while the other checks, then they change roles. Or one reads the printed words while the other looks at the pictures and says the words.   **Activity: Say the Sight Words**   * + Point to and say the sight words: can, I, have, a, please, thank, you   + Have students repeat   + Have some students read them aloud.   **Activity: Form a Line Game**   * + Put up the phonics cards on the board.   + Write the respective words on separate pieces of paper.   + Hand out the pieces of paper to the students.   + Ask the students to form a line at the front of the board in the same order as the phonics card.   + Repeat the procedure with another group of students.   + Give feedback   **5. Song (Track 18)**  **-** Put the nut, net and nest phonics cards up on the board.  - Point to the nut and say: “Can I have a pen, please?” The students repeat.  - Follow the same procedure and present the rest of the song.  - Play the CD. The students listen and sing along.  - Play the CD again. The pupils sing and do corresponding actions.  **Activity: Guess Game**  - Divide the class into two teams A and B.  - Ask a student to come to the board.  - Whisper one word (e.g: pen) to him/her.  - Without speaking, the student draws a picture of the word on the board.  - The first team to guess the word wins a point.  - Repeat the activity with as many students as you think is necessary. | - Look and say  - Look.  - Play in 2 teams, one student of each teamstands 1m from the board  - Listen, run and tap  - Other students continue the game.  - Listen and point.  - Listen  -Listen again and point to the pictures.  - Listen and look  - Look and say  - Work in pairs  - Point and say  - Listen and repeat  - Some students read  - Look  - Get the pieces of paper  - Form a line at the front of the board in the same order as the phonics card.  - Look  - Listen and repeat  - Listen and repeat  - Listen and sing along.  - Sing and do  - Play in 2 teams  - A student comes to the board  - Listen and draw |

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

**Unit 3: Letter Pp**

**Period 11: Lesson 3**

**I. Objectives**

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

* Read and say the three Pp words correctly
* Recognize and say a new Pp word correctly

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary:** pen, panda, parrot, pony

**IV. Teaching aids**

- CD tracks 18-19 ; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 4 ms  8 ms  5 ms  7 ms  10 ms | **I.Warm up**  - Hold up the pen, panda and parrot phonics cards, one at a time and say a word.  - Ask individual students to say Yes or No.  E.g: 1/ Teacher: (holding up the pen phonics card) pen  A student: Yes!  2/ Teacher: (holding up the parrot phonics card) panda  A student: No!  - Play the song (Track 18) from the previous lesson.  - The students listen and sing along.  **II. Presentation & Practice**  **6. Circle the pictures of the words that begin with the same sound**  **-** Put up the parrot, panda and octopus phonics cards on the board.  - Point to the phonics cards, read 3 words “parrot, panda, octopus” slowly and ask the students which one begins with letter Pp.  - Circle the parrot and panda phonics cards.  - Ask the students to take out their pencils.  - Give the students 2 minutes to circle the pictures that have Pp in them.  - Go around the classroom providing any necessary help!  **Activity: Chinese Whispers Game**  - Divide the class into 2 or 4 teams with the same numbers of students in each team.  - The first student of each team runs to the teacher (at the same time); teacher whispers a word/words to them.  - The first student whispers the word/words to the student sitting next to or behind him/her and so on.   * + The last students say the word/words aloud.   **7. Listen, point and repeat. Colour the pictures of the words that start with the o sound. Say the o words (Track 19)**   * + Show the students the pony phonics card. Point to it and say: /p/ - pony. Ask them to repeat.   + Mime cracking and beating eggs and say: /p/ - pony.   + Ask the students to take out their colour pencils/ crayons   + Point to the pictures, the students do corresponding actions and say the words.   + Give the students 2 minutes to colour in the pictures of the words that begin with the /p/sound.   + Go around the classroom providing any necessary help.   **Activity: Craftwork**  - Ask the students to take out their notebooks.  - Ask them to choose one word the draw the letter and the picture in their notebooks.  - Tell them to colour the letter and the picture.  - The three first students who finish will show their picture to the class. | - Look and listen  - Say Yes/ No  - Listen and sing along  - Look  - Listen and answer  - Circle the pictures that have Pp in them.  - Play in 2 teams of 4  - The first students listen and whisper the word to their friends.   * + The last students say the word/words aloud.   - Listen and repeat  - Look and follow  - Do and say  - Work in pairs.  - Take out the notebooks  - Draw the letter and the picture  - Colour  - Show the pictures to class |

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

**Unit 3: Letter Pp**

**Period 12: Lesson 4**

**I. Objectives**

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

* Review the sound of the letter Pp, four Pp words and recognize the corresponding pictures
* Write the letter Pp

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. VocabularyRevision:** pen, panda, parrot, pony

**IV. Teaching aids**

- CD tracks 16; CD player

- Phonics cards, colored chalks

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 4 ms  4 ms  5 ms  5 ms  6 ms  6 ms  5 ms | **I.Warm up**  - Have the students listen to the chant in lesson 1 Unit 3 (Track 16), keep the rhythm by clapping their hands.  **II.Revision& Practice**  **1. Trace and say (Page 6 – Activity Book)**  **Activity 1: Revision of letter P, its sound**  **Speaking & Listening**  - Write on the board the big P and small p  - Point to the letter P and say out loud “This is the letter P  /pi:/. The letter P says / p /”  - Have the class repeat its sound chorally, then individually  - Have the students say the sound individually, correct the pronunciation if necessary  **Activity: How to write letter P**  **Writng & Speaking**  - Demonstrate how to write the big P by stroke  - Draw an example of letter P using dashed lines  - Use a different colored chalk to model tracing the letter P- Have some students practice tracing letter P on the board  - Have students trace letter P in the books  - Students say /p/ after each finished letter  - Go around to give help if necessary  - Repeat the same procedure with the lower letter p  **2. Trace and match (Page 6 – Activity Book)**  **Activity 1: Revision of words starting with letter Pp, letter Nn, and letter Oo – Activity: Thumbs Up or Down Speaking and Listening**  - Ask the students to close their books.  - Hold up the phonics cards one at a time.  - Ask the students to verify the word the teacher says by putting their thumbs up or down.  E.g. Teacher: (holding up the pen phonics card)  Parrot. Up or Down?  Class: (putting their thumbs down)  Teacher: Good! What it is?  Class: Pen!  **Activity 2: Tracing & Matching:**  - Put the Phonics card (octopus, panda, nose) on the board.  - Copy the box from question 1, 2, 3 in the book to the board.  - Demonstrate tracing the line of letter N, n, letter O, o and letter P, p using dashed lines.  - Ask the students which one goes with letter N.  - Match letter N with the correct phonic card (nose) and small letter n.  - Do the same with letter O and letter P.  - Have the students do the same procedure in their book.  - Go around and give help as needed.  Answer keys: N\_nose, O\_octopus, P\_panda.  **3**.**Colour the right partner letters (Page 7 – Activity Book) Activity: Sit and Stand Game**  - Ask the students to take out their colour pencils/ crayons.  - Name some colours.  - Use the structure: “I like…” and ask the students hold up the colour pencils/ crayons they like.  - Hold up one card with the upper letter P and one card with the lower letter p.  - The students will stand if the upper letter goes with the different lower letter. They will stay sitting if the upper letter goes with the same lower letter.  - Have the students colour the right partner letters.  - Do the same procedure for the other cards.  - Give the students 2 minutes to colour them.  - Go around the classroom providing any necessary help.  Answer keys: Pp, Oo, Nn  **4. Write the letter Pp. Then circle the pictures of the words that start with the p sound (page 7 – Activity Book)**  **Writing & Reading**  - Copy the box from the book to the board  - Tell the students that you are going to write the letter Pp into the box  - Demonstrate the writing  - Put phonics cards of a nut and a pen on the board.  - Ask the students which one goes with letter Pp and then circle the correct picture  - Ask the students to write the letter Pp in the box in their book and circle the correct picture that corresponds to the letter.  Answer keys: pen, pony, parrot, panda. | - Sing the chant and clap  - Look  - Listen and repeat  - Repeat chorally, then individually  - Look  - Trace on the board  - Trace in the books and say  - Look, listen and put their thumbs up or down  - Look  - Listen and answer  - Look and match  - Look  - Listen  - Look, listen and stand or stay sitting.  - Colour  - Look  - Listen and answer, then circle |

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

**Unit 4: Letter Qq**

**Period 13: Lesson 1**

**I. Objectives**

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

* recognize and pronounce the letter Qq and its sound correctly
* understand, recognize and say the three Qq words
* write the letter Qq

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary:**  question, queen, quilt

**IV. Sight words:** ask, is, it, a

**V. Teaching aids**

- CD tracks 20-22; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5 ms  7 ms  4 ms  9 ms  5 ms  5 ms | **I.Warm up**  - Put up the phonics cards from the previous unit (pen, pony, panda, parrot) on the board.  - Write the letters of the words around them in random order.  - Ask the students to write the words in their notebooks.  **II. Presentation & Practice**  **1. Listen, point and repeat. Colour (Track 20):**Introduction of letter Q, its sound and how to pronounce the words beginning with Qq  - Use a card with letter Qq (or write on board the letter Qq) to introduce to the students the new lesson.  - Instruct students how to pronounce the letter name and the letter sound by saying: “This is the letter Qq /kjuː /. The letter Q says /q/.”  - Repeat several times and check students’ pronunciation (letter Q / kjuː / and its sound /q/)  - Use the phonics cards with **question**, **queen**, and **quilt**, read the words out loud and have students repeat.  - Use gestures to help students to understand the meanings of the three words. Check in Vietnamese.  - Stick the cards on board and have students repeat the words chorally several times (in the correct order and then in any order).  - Call some students to say the words out loud and correct their mistakes (if any).  - Ask the students to open their books and colour in the letters  **Activity: Act It Out Game**  - Choose a student to come to the front of the class.  - Show him/her a phonics card or whisper a word, and have student act it out  - The remaining students try to guess the correct answer.  - The first student to raise his/ her hand and answer correctly will come to the front of the class and activity continues.  - Give feedback  **2. Listen and point. Colour. (Track 21):** Read the words with structure “Is it a...?”  - Point to the teacher and say: Ask a question!  - Have students listen and repeat.  - Have students look at the book and listen to the words: ***a question, a queen, a quilt***  - Have students listen and repeat the words for several times.  - Ask the students: Is it a queen?  - Have the students to point to the corresponding item in the picture.  - Repeat with the rest of the items in random order.  - Give the students 3 minutes to colour the queen and quilt by using any colour they like.  - Go around the classroom asking students to name the item they are colouring.  ***E.g***: **Teacher**: ( pointing to the quilt) What’s this?  **Student:** A quilt!  **3. Chant and show! (Track 22)**  **-** Use the phonics cards on the board and have students sing the chant with **question**.  - Do the same with **queen** and **quilt**.  - The whole class sings the whole chant.  - Do the chant again without the CD this time.  - Keep the rhythm by clapping their hands.  - Give feedback.  **III. Production**: **Hot cards**  - Have the students sit down.  - Hand out the phonics card from the previous unit.  - Play the chant (Track 22).  - While the song is playing, the students pass the phonics card around.  - Stop the song, the student holding the phonics card must say that word. | - Look  - Write the words in their notebooks.  - Look and listen.  - Listen  - Listen and repeat  - Listen and repeat  - Look and listen  - Look and say  - Some students stand up and say the words.  - Open their books and colour in the letters.  - One student comes to the front.  - Look and act it out  - Others guess  - Another student continues the game.  - Look and listen  - Listen and repeat  - Look and listen  - Listen and repeat  - Listen and point  - Colour  - Listen and answer  - Listen and sing  - Sing the whole chant  - Sing again without CD, clapping hands.  - Sit down.  - Take the phonics card  - Listen to the song and pass the card around  - A student holding the phonics card must say that word. |

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

**Unit 4: Letter Qq**

**Period 14: Lesson 2**

**I. Objectives**

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

* Recognize and say the three Qq words correctly
* Do the corresponding actions
* Read the story
* Sing letter Qq song

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary:**  question, queen, quilt

**IV. Sight words:** ask, a, the, with, today

**V. Teaching aids**

- CD tracks 23-24; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 4 ms  4 ms  8 ms  4 ms  5 ms  5 ms  5 ms | **I.Warm up**  **Activity: What is it?**  - Show the phonics cards, ask students to do corresponding actions then say the sound of the letter and words.  **E.g: Teacher***: (pointing to the question phonics card )* Say ’question’  **Class:***(mime asking a question by raising their hands)* /q/ question  **II. Presentation & Practice**  **Lead-in Activity: Memory Game**  - Put up the phonics cards on the board.  - Ask the students to memorise the order in which the items appear.  - Remove the phonics cards.  - Ask a student to name the items in the correct order.  - Do the same procedure with changing the order of the phonics cards.  - Give feedback.  **4. Listen. Read Along (Track 23)**  - Encourage the students to point to the picture of the word that the teacher says.  - Play the CD. Have the students listen to the story once.  - Play the CD again. The students listen and point to the pictures of the key words when they hear them in the story.  - Read the story. The students follow their books.  - Teacher reads the printed words then let the students look at the pictures and say the words.  - Ask students work in pairs. One reads while the other checks, then they change roles. Or one reads the printed words while the other looks at the pictures and says the words.  **Activity: Say the Sight Words**  - Point to and say the sight words: ask, a, the, with, today  - Have students repeat  - Have some students read them aloud.  **Activity: Speech Race Game**  - Put three chairs in front of the board.  - Divide the class into 3 teams; call one student of each team to stand up.  - Put a phonics card on each chair.  - Read one of the three words out loud (e.g. ***question***), students must try to be the first to sit on the chair with the corresponding phonics card.  - The student who sits on the chair first will get 1 point for his/her team.  - Give feedback  **5. Song (Track 24)**  **-** Put the question, queen and quilt phonics cards up on the board.  - Point to the quilt and say: “A quilt for the queen” The students repeat.  - Follow the same procedure and present the rest of the song  - Play the CD. The students listen and sing along.  - Play the CD again. The pupils sing and do corresponding actions.  **Activity: Jumping Game**  - Have students play in 2 teams of 5.  - Put a line of masking tape on the floor  - Designate one side True and the other False  - Hold up a phonics card (e.g: question) and say: question  - Jump on the True side.  - Hold up another phonics card (e.g: queen) and say: quilt  - Jump on the False side.  - Do the same with another phonics card  - The students who end up on the wrong side sit out until the next game.  - Give feedback | - Look and say  - Look  - Try to memorise the order  - Name the items in the correct order  - Listen and point.  - Listen  -Listen again and point to the pictures.  - Listen and look  - Look and say  - Work in pairs  - Point and say  - Listen and repeat  - Some students read  - Play in 3 teams.  - One student of each team stands up  - Look  - Listen and sit  - Look  - Listen and repeat  - Listen and repeat  - Listen and sing along.  - Sing and do  - Play in 2 teams  - Look and listen  - Listen and Jump |

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

**Unit 4: Letter Qq**

**Period 15: Lesson 3**

**I. Objectives**

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

* Read and say the three Qq words correctly
* Recognize and say a new Qq word correctly

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary:** pen, panda, parrot, pony

**IV. Teaching aids**

- CD tracks 24-25 ; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5 ms  7 ms  5 ms  8 ms  10 ms | **I.Warm up**  - Hold up the question, queen and quilt phonics cards, one at a time and say a word.  - Ask individual students to say Yes or No.  E.g: 1/ Teacher: (holding up the question phonics card) question  A student: Yes!  2/ Teacher: (holding up the queen phonics card) quilt  A student: No!  - Play the song (Track 24) from the previous lesson.  - The students listen and sing along.  **II. Presentation & Practice**  **6. Circle the right letters**  **-** Put the question card on the board  - Copy the box from question 1 in the book to the board  - Point to the question card and say /q/\_”question”  - Ask the students which letters that correspond to the question card.  - Circle the right letters.  - Ask the students to take out their pencils.  - Give the students 3 minutes to circle the right letters that correspond to the phonics cards.  - Go around and give help as needed.  **Activity: Draw it Game**  - Divide the class into 2 teams, A and B.  - Ask 2 students, one from each team to come to the board  - Name a word item from the previous lesson.  - The students quickly draw it.  - The student who finishes first will get 1 point.  - Do the same with the other words.  - Give feedback.  **7. Listen, point and repeat. Colour the pictures of the words that start with the q sound. Say the q words (Track 25)**   * + Show the students the pony phonics card. Point to it and say: /q/ - quiz. Ask them to repeat.   + Mime holding a pencil and taking a quiz and say: /q/ - quiz. Encourage the students to do the same.   + Ask the students to take out their colour pencils/ crayons   + Point to the pictures, the students do corresponding actions and say the words.   + Give the students 2 minutes to colour in the pictures of the words that begin with the /q/sound.   + Go around the classroom providing any necessary help.   **Activity: Craftwork**  - Ask the students to take out their notebooks.  - Ask them to choose one word the draw the letter and the picture in their notebooks.  - Tell them to colour the letter and the picture.  - The three first students who finish will show their picture to the class. | - Look and listen  - Say Yes/ No  - Listen and sing along  - Look  - Listen  - Listen and answer  - Take out the pencils  - Circle the right letters that correspond to the phonics cards  - Play in 2 teams  - 2 ss come to the board.  - Listen  - Others draw  - Other students continue the game.  - Listen and repeat  - Look and follow  - Take out the crayons  - Do and say   * + Colour in the pictures of the words that begin with the /q/sound.   - Take out the notebooks  - Draw the letter and the picture  - Colour  - Show the pictures to class |

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

**Unit 4: Letter Qq**

**Period 16: Lesson 4**

**I. Objectives**

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

* Review the sound of the letter Qq, four Qq words and recognize the corresponding pictures
* Write the letter Qq

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. VocabularyRevision:** question, queen, quilt, quiz

**IV. Teaching aids**

- CD tracks 23; CD player

- Phonics cards, colored chalks

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 3ms  4 ms  5 ms  8 ms  5 ms  5 ms  5 ms | **I.Warm up**  - Have the students listen to the chant in lesson 1 Unit 4 (Track 23), keep the rhythm by clapping their hands.  **II.Revision& Practice**  **1. Trace and say (Page 8 – Activity Book)**  **Activity 1: Revision of letter Q, its sound**  **Speaking**  - Write on the board the big Q and small q  - Point to the letter Q and say out loud “This is the letter Q  /kju:/. The letter Q says / q /”  - Have the class repeat its sound chorally, then individually  - Have the students say the sound individually, correct the pronunciation if necessary  **Activity: How to write letter Q**  **Writng & Speaking**  - Demonstrate how to write the big Q by stroke  - Draw an example of letter Q using dashed lines  - Use a different colored chalk to model tracing the letter Q- Have some students practice tracing letter Q on the board  - Have students trace letter Q in the books  - Students say /q/ after each finished letter  - Go around to give help if necessary  - Repeat the same procedure with the lower letter p  **2. Trace and match (Page 8 – Activity Book)**  **Activity 1: Revision of words starting with letter Qq, letter Pp, letter Nn, and letter Oo – Activity: Yes or No Speaking and Listening**  - Ask the students to close their books.  - Hold up the phonics cards one at a timeand say a word.  - Ask students to say Yes or No.  E.g: 1/ Teacher:(holding up the queen phonics card) queen  Class: Yes!  2/ Teacher: (holding up the pony phonics card) panda  Class: No!  **Activity 2: Tracing & Matching:**  - Put Phonics card (pony, queen, orange, nest) on the board  - Copy the box from question 1, 2, 3, 4 in the book to the board.  - Demonstrate tracing the line of letter N, n, using dashed lines.  - Ask the students which one goes with letter N.  - Match letter N with the correct phonic card (nest) and small letter n.  - Have the students do the same procedure in their book.  - Go around and give help as needed.  *Answer keys: N\_nose, O\_octopus, P\_panda.*  **3**.**Match (Page 9 – Activity Book)**  - Put phonics cards (net, octopus, pen, quilt) on the board.  - Write the letters in the book to the board.  - Point to the net card and say “net”  - Ask the students which letters that correspond to the net.  - Match letter N with the correct phonic card (net) and small letter n.  **-** Give the students 2 minutes to match the right letters that correspond to the phonics cards.  - Go around and give help as needed.  *Answer keys: Qq\_quilt, Pp\_pen, Oo\_octopus, Nn\_net*.  **4. Tick (🗸) the words that start with the q sound (Page 9 – Activity Book)**  **Writing & Reading**  - Put the phonics card of a queen and a panda on the board  - Copy the box from question 1, 2 in the book to the board  - Point to the queen card and say /q/\_”queen”  - Point to the panda card and say /p/\_”panda”  - Ask the students which one starts with the q sound and then tick the correct picture  - Give the students 2 minutes to tick the correct pictures that correspond to the q sound.  - Go around and give help as needed.  *Answer keys: 1\_queen, 3\_ question, 5\_quilt, 6\_ quiz* | - Sing the chant and clap  - Look  - Listen and repeat  - Repeat chorally, then individually  - Look  - Trace on the board  - Trace in the books and say  - Close the books  - Look, listen and say Yes or No  - Look  - Listen and answer  - Look and match  - Look  - Listen  - Listen and answer  - Match the right letters that correspond to the phonics cards.  - Look  - Listen and answer  - Tick the correct pictures that correspond to the q sound. |

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

**Period 17: Story time 1**

**I. Objectives**

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

* Consolidate the sound of the letters Nn, Oo, Pp and Qq and the corresponding words
* Learn and practice reading skills

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary revision**

nut, net, nest, nose

olive, orange, octopus, omelette

pen, panda, parrot, pony

question, queen, quilt, quiz

**IV. Teaching aids**

- CD tracks 26 ; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5 ms  10 ms  8 ms  6 ms  6 ms | **I.Warm up**  - Choose some phonics cards from Unit 1-4  - Divide the class into 2 groups, A and B  - Pass one card in each group (from the first row to the last row)  - Say: Stop! The 2 students holding the cards must say the name of the items.  - Keep passing the first card and pass the second card to each group.  - Say: Stop! The 4 students holding the cards must say the name of the item.  - Continue with other cards.  **II. Revision& Practice**  **1. Listen. Read along (Track 26)**  **-** Tell the students that it’s story time.   * Ask them if they like reading stories and what their favourite storybook character is. * Prepare phonics cards of these words: *queen, octopus, parrot, nut, nest* * Ask the students to read out the words * Invite students to guess what they think the story is about. * Ask the students to look at the book. * Ask them questions about what they can see in the pictures   **E.g: Teacher:** *(pointing to the parrot in picture 1) Look! What’s this?*  **Class:** *(It’s a) parrot!*  **Teacher:** *(pointing to the octopus in picture 1) Yes! The parrot is on the ….*  **Class:** *octopus! etc*   * Play the CD and ask the students to listen and follow the story in their books, pointing to the pictures of the key words. * Play the CD again pausing for the students to repeat.   - Ask individual students to read the story aloud.  **2. Choose and colour**   * Point to the cat and the parrot. * Ask the students to say which animal the octopus has for the queen.   + Ask them to colour that animal.   **Activity 1: Act Out**   * Read the sentences in the story, pause at the key words. * Invite the students to mime them (*the queen, the octopus, the parrot, the question mark, the nut, the nest*). * Have the students come to the front of the classroom and act out the story. * Encourage them to have fun as they perform.   **Activity 2: Correct teacher**   * Point to an item in the story. * Ask individual student to correct teacher’s statements.   ***E.g****.* ***Teacher****: (pointing to the octopus in picture 1) Look! It is a parrot.*  ***Student 1****: No! It is an octopus! etc* | - Play in 2 groups  - Take one card from T and pass it.  - 2 ss stop passing and say the name of the items.  - 4 ss stop passing and say the name of the items.  - Listen and answer  - Look and say  - Say what they guess about the story in VNese  - Listen and answer  - Listen and point  - Listen and repeat  - Some ss read.  - Listen and answer  - Colour  - Listen and repeat  - Mime the words  - Look and follow  - Act out the story  - Listen and correct |

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

**Period 18: Revision 1 (1st)**

**I. Objectives**

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

* Consolidate the sound of the letters Nn, Oo, Pp and Qq and the corresponding words

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. VocabularyRevision:**

nut, net, nest, nose

olive, orange, octopus, omelette

pen, panda, parrot, pony

question, queen, quilt, quiz

**IV. Teaching aids**

- CD tracks 27; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 4 ms  6 ms  8 ms  5 ms  5 ms  7 ms | **I.Warm up**  **Activity: Memory Game**   * Put up the phonics cards on the board. * Ask the students to memorise the order in which the items appear. * Remove the phonics cards. * Ask a student to name the items in the correct order. * Do the same procedure with changing the order of the phonics cards. * Give feedback   **II.Revision& Practice**  **1. Match and colour. Say the letter and the sound.**  - Explain the activity  - Ask the students to say the letters.  - The students match the upper case letters to the lower case ones.  - Say the letter and the sound.  - Go around the classroom to provide any necessary help, ask individual students to say out the letter and the sound.  **2. Look and tick (🗸)**  - Explain the activity.  - Ask the students to name the items.  - Ask them to tick the correct letter that corresponds to each picture.  - Go around the classroom to provide any necessary help, ask individual students to say out the sound or the item.  **3. Match the letters and the pictures**  - Explain the activity  - Ask the students to say the letters and name the items  - The students match the upper case and lower case letters.  - The students match the pictures to the letters.  - Go around the classroom to provide any necessary help, ask individual students to say out the letter, the sound and the item.  **4. Listen and choose A or B (Track 27)**  - Explain the activity  - Say the names of the items.  - Play the CD  - The students listen and circle the correct picture, A or B.  *Answer key: 1\_parrot 2\_queen 3\_olive 4\_net*  **Activity: Run and Touch**  - Divide the class into two teams, A and B, make 2 lines  - Put up the phonics cards (from part 3) on the board.  - Say the word. Two students, one from each team, race to touch the cards.  - The first student to touch the card wins a point for his/her team.  - The team with more points wins the game**.** | - Look   * Memorise the order in which the items appear.   - Name the items in the correct order.  - Listen  - Look and repeat  - Match  - Look and say  - Listen  - Look and say  - Tick the correct letter  - Listen  - Look and say  - Match  - Listen  - Look and say  - Listen and circle the correct picture  - Play in 2 teams  - Look  - Listen and race to touch the cards. |

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

**Period 19: Revision 1 (2nd)**

**I. Objectives**

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

* Consolidate the sound of the letters Nn, Oo, Pp and Qq and the corresponding words

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. VocabularyRevision:**

nut, net, nest, nose

olive, orange, octopus, omelette

pen, panda, parrot, pony

question, queen, quilt, quiz

**IV. Teaching aids**

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 4 ms  6 ms  8 ms  5 ms  5 ms  7 ms | **I.Warm up**   * Put up some phonics cards from Unit 1-4 on the board. * Write the initial letter of the word below each phonics card. * Ask the students to copy and complete the words in their notebooks   **II.Revision& Practice**   1. **Look and circle the right pictures**   - Explain the activity  - Ask the students to say the letters.  - Ask the students to name the items.  - Ask them to circle the right pictures that correspond to each letter.  - Go around the classroom to provide any necessary help, ask individual students to say out the letter, the sound and the item.   1. **Circle the beginning sound**   - Explain the activity.  - Ask the students to name the items, the letters and the sounds.  - Ask them to circle the correct letters that correspond to each picture.  - Go around the classroom to provide any necessary help, ask individual students to say out the sound or the item.   1. **Write the beginning letter**   - Explain the activity.  - Ask the students to name the items, the letters and the sounds.  - Ask them to write the beginning letter that corresponds to each picture.  - Go around the classroom to provide any necessary help, ask individual students to say out the letter, the sound and the item.   1. **Colour. Use the key**   - Explain the activity  - Ask the students to name the items in the picture.  - The students use the code to colour each item that corresponds to the beginning sound.  - Go around the classroom to provide any necessary help, ask individual students to say out the letter, the sound and the item.  Answer key*: orange\_green, panda\_red, quilt\_yellow, nest\_blue*  **Activity: Form a Line Game**  - Put up the phonics cards on the board.  - Write the respective words on separate pieces of paper.  - Hand out the pieces of paper to the students.  - Ask the students to form a line in the front of the board in the same order as the phonics card.  - Repeat the procedure with another group of students.  - Give feedback. | - Look   * Copy and complete the words in the notebooks   - Listen  - Say the letters  - Name the items  - Circle the right pictures  - Listen  - Name the items, the letters and the sounds.  - Circle the correct letters  - Listen  - Name the items, the letters and the sounds.  - Write the beginning letter that corresponds to each picture.  - Listen  - Name the items  - Colour each item that corresponds to the beginning sound.  - Look  - Get the pieces of paper  - Form a line in the front of the board in the same order as the phonics card. |

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

**Period 20: Portfolio Activities**

**I. Objectives**

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

* Consolidate the sound of the letters Nn, Oo, Pp and Qq and the corresponding words

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. VocabularyRevision:**

nut, net, nest, nose

olive, orange, octopus, omelette

pen, panda, parrot, pony

question, queen, quilt, quiz

**IV. Teaching aids**

- Phonics cards

- Color pencils/ crayons

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5 ms  6 ms  6 ms  6 ms  6 ms  6 ms | **I.Warm up**  **Activity: Guess**  - Divide the class into two teams, A and B  - Ask a student from one team to come to the board  - Whisper one of the vocabulary words (from unit 1-4) to the student.  - Without speaking, the student draw a picture of the word on the board  -The first team to guess the word correctly wins a point.  - Repeat the activity with a student from the other team.  - The team with more points wins the game.  **II. Revision& Practice**  **1. Trace letter Nn and colour the pictures. – Activity book- page 37**  - Elicit the letters and their sounds  *E.g. letter N says /*n*/*  - Point to each picture and elicit the letter, the sound and the name of the item  *E.g. N- /*n*/- nut*  - Ask the students to trace the letters and colour in the pictures  - Tell the students that they can draw a heart next to the picture they like most.  - Go around the classroom to provide any necessary help, ask individual students to say out the sound or the items then give out some comments or compliments.  **2. Trace letter Oo and colour the pictures. – Activity book- page 39**  - Elicit the letters and their sounds  *E.g. letter O says /*o*/*  - Point to each picture and elicit the letter, the sound and the name of the item  *E.g. O- /*o*/- orange*  *-* Ask the students to trace the letters and colour in the pictures  - Tell the students that they can draw a heart next to the picture they like most.  - Go around the classroom to provide any necessary help, ask individual students to say out the sound or the items then give out some comments or compliments  **Activity: Letter Writing Race**  - Ask the students to open their Activity books page 37- letter Nn  - In 30 seconds, the students try to write the name of the four items.  - Ask them raise their hands when they finish writing.  - The winner is the student who has finish writing first.  - Do the same with page 39, 41, 43- letter Oo, Pp, Qq.  **3. Trace letter Pp and colour the pictures. – Activity book- page 41**  - Elicit the letters and their sounds  *E.g. letter P says /*p*/*  - Point to each picture and elicit the letter, the sound and the name of the item  *E.g. P- /*p*/- Pen*  - Ask the students to trace the letters and colour in the pictures  - Tell the students that they can draw a heart next to the picture they like most.  - Go around the classroom to provide any necessary help, ask individual students to say out the sound or the items then give out some comments or compliments  **4. Trace letter Qq and colour the pictures. – Activity book- page 43**  - Elicit the letters and their sounds  *E.g. letter Q says /*q*/*  - Point to each picture and elicit the letter, the sound and the name of the item  *E.g. Q- /*q*/- queen*  - Ask the students to trace the letters and colour in the pictures  - Tell the students that they can draw a heart next to the picture they like most.  - Go around the classroom to provide any necessary help, ask individual students to say out the sound or the items then give out some comments or compliments | - Play in 2 teams  - A student from one team to come to the board  - Listen and draw  - Others look and guess  - Look and listen  - Trace the letters and colour in the pictures  - Draw a heart next to the picture they like most.  - Listen  - Trace the letters and colour in the pictures  - Draw a heart next to the picture they like most.  - Open the Activity books   * Write the name of the four items.   - Raise the hands when finishing writing  - Listen  - Trace the letters and colour in the pictures  - Draw a heart next to the picture they like most.  - Listen  - Trace the letters and colour in the pictures  - Draw a heart next to the picture they like most. |

**Week 11: Date: 16-20/11/2010.**

**Unit 5: Letter Rr**

**Period 21: Lesson 1**

**I. Objectives**

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

* recognize and pronounce the letter Rr and its sound correctly
* understand, recognize and say the three Rr words
* write the letter Rr

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary:**  rabbit, rocket, robot

**IV. Sight words:** here, is, a

**V. Teaching aids**

- CD tracks 28-30; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5 ms  7 ms  4 ms  9 ms  5 ms  5 ms | **I.Warm up**  **Activity: Letter Writing Race Game**  - Ask the students to open their notebooks.  - Give the students 2 ms to write as many Qq’s as they can.  - The winner is the student who has written the most.  **II. Presentation & Practice**  **1. Listen, point and repeat. Colour (Track 28):** Introduction of letter R, its sound and how to pronounce the words beginning with Rr  - Use a card with letter Rr (or write on board the letter Rr) to introduce to the students the new lesson.  - Instruct students how to pronounce the letter name and the letter sound by saying: “This is the letter R /ɑːr /. The letter R says /r/.”  - Repeat several times and check students’ pronunciation (letter R / ɑːr / and its sound / r /)  - Use the phonics cards with ***rabbit****,* ***rocket*** and ***robot***, read the words out loud and have students repeat.  - Use gestures to help students to understand the meanings of the three words. Check in Vietnamese.  - Stick the cards on board and have students repeat the words chorally several times (in the correct order and then in any order).  - Call some students to say the words out loud and correct their mistakes (if any).  - Ask the students to open their books and colour the letters  **Activity: Act It Out Game**  - Choose a student to come to the front of the class.  - Show him/her a phonics card or whisper a word, and have student act it out  - The remaining students try to guess the correct answer.  - The first student to raise his/ her hand and answer correctly will come to the front of the class and activity continues.  - Give feedback  **2. Listen and point. Match. (Track 29):** Read the words with structure “Here is a...”  - Point to the rabbit and say: Here is a rabbit!  - Have students listen and repeat.  - Have students look at the book and listen to the words: ***a rabbit, a rocket, a robot***  - Have students listen and repeat the words for several times  - Have the students to point to the corresponding item in the picture.  - Repeat with the rest of the items in random order.  - Ask the students to look at the missing puzzle pieces and match them to the actual pieces.  - Go around the classroom asking students to name the item they are matching.  ***E.g***: **Teacher**: ( pointing to the rabbit) Here is a....  **Student:** Rabbit!  **3. Chant and show! (Track 30)**  **-** Use the phonics cards on the board and have students sing the chant with **rabbit**.  - Do the same with **rocket** and **robot**.  - The whole class sings the whole chant.  - Do the chant again without the CD this time.  - Keep the rhythm by clapping their hands.  - Give feedback.  **III. Production**: **Hot cards**  - Have the students sit down.  - Hand out the phonics card from the previous unit.  - Play the chant (Track 30).  - While the song is playing, the students pass the phonics card around.  - Stop the song, the student holding the phonics card must say that word. | - Open the notebooks  - Write as many Qq’s as they can.  - Look and listen.  - Listen  - Listen and repeat  - Listen and repeat  - Look and listen  - Look and say  - Some students stand up and say the words.  - Colour the letters.  - One student comes to the front.  - Look and act it out  - Others guess  - Another student continues the game.  - Look and listen  - Listen and repeat  - Look and listen  - Listen and repeat  - Listen and point  - Match  - Listen and answer  - Listen and sing  - Sing the whole chant  - Sing again without CD, clapping hands.  - Sit down.  - Take the phonics card  - Listen to the song and pass the card around  - A student holding the phonics card must say that word. |

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

**Unit 5: Letter Rr**

**Period 22: Lesson 2**

**I. Objectives**

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

* Recognize and say the three Rr words correctly
* Do the corresponding actions
* Read the story
* Sing letter Rr song

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary:** rabbit, rocket, robot

**IV. Sight words:**here, is, a, and, for

**V. Teaching aids**

- CD tracks 31-32; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 4 ms  5 ms  8 ms  3 ms  5 ms  5 ms  5 ms | **I.Warm up**  **Activity: What is it?**  - Put up the phonics cards on the board.  - Name the items, one at a time.  - The students mime the corresponding action and say the sound of the letter.  **E.g: Teacher***: (pointing to the rabbit phonics card )* Say ‘rabbit’  **Class:***(wiggling hands behind head) Say* /r/  **II. Presentation & Practice**  **Lead-in Activity: Which One Is Missing?**  - Put up the phonics cards on the board.  - Give the students a minute to look at the cards.  - Have Ss close their eyes and then take away one card  - Tell the Ss to open their eyes and name the missing card  **4. Listen. Read Along (Track 31)**  - Encourage the students to point to the picture of the word that the teacher says.  - Play the CD. Have the students listen to the story once.  - Play the CD again. The students listen and point to the pictures of the key words when they hear them in the story.  - Read the story. The students follow their books.  - Teacher reads the printed words then let the students look at the pictures and say the words.  - Ask students work in pairs. One reads while the other checks, then they change roles. Or one reads the printed words while the other looks at the pictures and says the words.  **Activity: Say the Sight Words**  - Point to and say the sight words: ask, a, the, with, today  - Have students repeat  - Have some students read them aloud.  **Activity: Step on It Game**  - Put the phonics cards in a circle on the floor.  - Play the chant (Track 30).  - Have the students walk around the cards.  - Stop the music and name an item on one of the cards. (e.g: rabbit)  - The students race to step on that rabbit card.  - The first student to step on it is the winner.  - Continue the activity until all phonics cards have been removed  **5. Song (Track 32)**  **-** Put the rabbit, rocket and robot phonics cards up on the board.  - Point to the rocket and the robot and say: “Here is a rocket for a robot” The students repeat.  - Follow the same procedure and present the rest of the song  - Play the CD. The students listen and sing along.  - Play the CD again. The pupils sing and do corresponding actions.  **Activity: Form a Line Game**  - Put up the phonics cards on the board.  - Write the respective words on separate pieces of paper.  - Hand out the pieces of paper to the students.  - Ask the students to form a line in the front of the board in the same order as the phonics card.  - Repeat the procedure with another group of students.  - Give feedback | - Look  - Mime the action and say the sound  - Look  - Close the eyes  - Open the eyes and say  - Listen and point.  - Listen  -Listen again and point to the pictures.  - Listen and look  - Look and say  - Work in pairs  - Point and say  - Listen and repeat  - Some students read  - Walk around the cards  - Listen  - Race to step on the card they hear  - Look  - Listen and repeat  - Listen and repeat  - Listen and sing along.  - Sing and do  - Look  - Get the pieces of paper  - Form a line in the front of the board in the same order as the phonics card |

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

**Unit 5: Letter Rr**

**Period 23: Lesson 3**

**I. Objectives**

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

* Read and say the three Rr words correctly
* Recognize and say a new Rr word correctly

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary:** rabbit, rocket, robot, ring

**IV. Teaching aids**

- CD tracks 32-33 ; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5 ms  7 ms  5 ms  8 ms  10 ms | **I. Warm up: Activity: What is it?**  - Hold up the phonics cards, one at a time.  - Partly hidden by a sheet of paper.  - Slowly reveal the phonics card.  - The students try to guess what the phonics card is.  - Give feedback.  **II. Presentation & Practice**  **6. Circle the r letters to help the robot go to the rocket**  - Show the picture in the book to the students.  - Point to the first letter r and ask the students which way the robot should go.  ***E.g:* Teacher**: “*Is this way right/Is it OK?”*  **Students:***Yes/No.*  - Circle the correct letter r.  - Continue with the other letters r.  - In a limited time, ask the students to finish the activity.  - Go around and give help as needed.  **Activity: Speed Race Game**  - Put three chairs in front of the board.  - Divide the class into 3 teams; call one student of each team to stand up.  - Put a phonics card on each chair.  - Read one of the three words out loud (e.g. ***robot***), students must try to be the first to sit on the chair with the corresponding phonics card.  - The student who sits on the chair first will get 1 point for his/her team.  - Give feedback.  **7. Listen, point and repeat. Colour the pictures of the words that start with the r sound. Say the r words (Track 33)**   * + Show the students the *ring* phonics card. Point to it and say: /r/ - ring. Ask them to repeat.   + Point to your ring finger and say: /r/ - ring. Encourage the students to do the same.   + Ask the students to take out their colour pencils/ crayons   + Point to the pictures, the students do corresponding actions and say the words.   + Give the students 2 minutes to colour in the pictures of the words that begin with the /r/sound.   + Go around the classroom providing any necessary help.   **Activity: Craftwork**  - Ask the students to take out their notebooks.  - Ask them to choose one word the draw the letter and the picture in their notebooks.  - Tell them to colour the letter and the picture.  - The three first students who finish will show their picture to the class. | - Look and guess  - Look and answer  - Circle the letter  - Finish the activity  - Play in 3 teams  - Look  - Listen and try to be the first to sit on the chair with the corresponding phonics card.  - Listen and repeat  - Look and follow  - Take out the crayons  - Do and say   * + Colour in the pictures of the words that begin with the /r/sound.   - Take out the notebooks  - Draw the letter and the picture  - Colour  - Show the pictures to class |

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

**Unit 5: Letter Rr**

**Period 24: Lesson 4**

**I. Objectives**

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

* Review the sound of the letter Rr, four Rr words and recognize the corresponding pictures
* Write the letter Rr

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. VocabularyRevision:** rabbit, rocket, robot, ring

**IV. Teaching aids**

- CD tracks 30; CD player

- Phonics cards, colored chalks

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 3 ms  4 ms  5 ms  5 ms  5 ms  8 ms  5 ms | **I.Warm up**  - Have the students listen to the chant in lesson 1 Unit 5 (Track 23), keep the rhythm by clapping their hands.  **II.Revision& Practice**  **1. Trace and say (Page 12 – Activity Book)**  **Activity 1: Revision of letter R, its sound**  **Speaking**  - Write on the board the big R and small r  - Point to the letter R and say out loud “This is the letter R  /kju:/. The letter R says / r /”  - Have the class repeat its sound chorally, then individually  - Have the students say the sound individually, correct the pronunciation if necessary  **Activity: How to write letter R**  **Writng & Speaking**  - Demonstrate how to write the big R by stroke  - Draw an example of letter R using dashed lines  - Use a different colored chalk to model tracing the letter R- Have some students practice tracing letter R on the board  - Have students trace letter R in the books  - Students say /r/ after each finished letter  - Go around to give help if necessary  - Repeat the same procedure with the lower letter r  **2. Trace and match (Page 12 – Activity Book)**  **Activity 1: Revision of words starting with letter Pp, and letter Rr – Activity: Sound and Word Game**  **Speaking & Listening**  - Divide the class into two teams, team A and team B.  - Put one of the phonics cards (e.g: rabbit) on the board.  - Ask a student from Team A to identify the sound (one point), the picture (one point) or both (two points).  - Continue with a student from Team B.  - Write the points for each team on the board.  - Give feedback  **Activity 2: Tracing & Matching:**  - Put the Phonics card (ring, parrot) on the board.  - Copy the box from question 1, 2in the book to the board.  - Demonstrate tracing the line of letter P, p, and letter R, r using dashed lines.  - Ask the students which one goes with letter R.  - Match letter R with the correct phonic card (ring) and small letter r.  - Have the students do the same procedure in their book.  - Go around and give help as needed.  *Answer keys: P\_parrot, R\_ring*  **3Help the rabbit go to the rocket. Follow the r!**  - Show the picture in the book to the students.  - Point to the first letter r and ask the students which way the rabbit should go.  ***E.g:* Teacher:***“Is this way right/Is it OK?”*  **Students**: *Yes/No.*  - Circle the correct letter r.  - Continue with the other letters r.  - In a limited time, ask the students to finish the activity.  - Go around and give help as needed.  **4. What are they? Join the dots and colour. Then match (page 13 – Activity Book)**  - Show the picture in the book to the students.  - Demonstrate joining the dots of the rocket.  - Point to the picture of the rocket and ask the students: “Is it a…….?”  ***E.g*: Teacher:***“Is it a ring?”*  **Students:***Yes/No.*  - Match the picture with the correct label.  - Ask the students to colour the picture.  - In a limited time, ask the students to finish the activity.  - Go around and give help as needed.  *Answer keys: 1\_ rocket, 2\_robot, 3\_ring* | - Sing the chant and clap  - Look  - Listen and repeat  - Repeat chorally, then individually  - Look  - Trace on the board  - Trace in the books and say  - Play in 2 teams  - Identify the sound, the picture, or both  - Look  - Listen and answer  - Look and match  - Look  - Listen and answer  - Circle the correct letter  - Finish the activity  - Look  - Listen and answer  - Match  - Colour |

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

**Unit 6: Letter Ss**

**Period 25: Lesson 1**

**I. Objectives**

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

* recognize and pronounce the letter Ss and its sound correctly
* understand, recognize and say the three Ss words
* write the letter Ss

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary:** sun, star, snake

**IV. Sight words:** look, at, the, help

**V. Teaching aids**

- CD tracks 34-36; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5 ms  7 ms  4 ms  9 ms  5 ms  5 ms | **I.Warm up**   * Greet students * Put the phonic cards from the previous unit on the board * Name the items, one at a time. * The students mime the corresponding action and say the sound of the letter.   ***E.g:* Teacher:** *(pointing to the rabbit phonics card) rabbit*  **Class:** *(wiggling hands behind head)* / r /  **II. Presentation & Practice**  **1. Listen, point and repeat. Colour (Track 34):** Introduction of letter S, its sound and how to pronounce the words beginning with Ss  - Use a card with letter Ss (or write on board the letter Ss) to introduce to the students the new lesson.  - Instruct students how to pronounce the letter name and the letter sound by saying: “This is the letter S / es /. The letter S says / s /.”  - Repeat several times and check students’ pronunciation (letter S / es / and its sound / s/)  - Use the phonics cards with ***sun, star***, and ***snake***, read the words out loud and have students repeat.  - Use gestures to help students to understand the meanings of the three words. Check in Vietnamese.  - Stick the cards on board and have students repeat the words chorally several times (in the correct order and then in any order).  - Call some students to say the words out loud and correct their mistakes (if any).  - Ask the students to open their books and colour the letters  **Activity: Where’s the Letter?**   * Divide the class into 5 groups. * Hand out photocopies of the page from some story books.   - Give the students 2 minutes to search for and circle the letter Ss on that page.  - Give feedback  **2. Listen and point. Match. (Track 35):** Read the words with structure “Look at...”  - Point to the sun and say: Look at the sun!  - Have students listen and repeat.  - Have students look at the book and listen to the words: ***a sun, a star, a snake***  - Have students listen and repeat the words for several times  - Have students point to corresponding item in the picture  - Repeat with the rest of the items in random order.  - Ask the students to look at the pair of pictures and choose the correct one for each corresponding item in the picture.  - Go around the classroom asking students to name the item  ***E.g***: **Teacher**: ( pointing to the sun) Look at the ...!  **Student:** Sun!  **3. Chant and show! (Track 36)**  **-** Use the phonics cards on the board and have students sing the chant with **sun**.  - Do the same with **star** and **snake**.  - The whole class sings the whole chant.  - Do the chant again without the CD this time.  - Keep the rhythm by clapping their hands.  **III. Production**: **Activity: Jumping Game**  - Have students play in 2 teams of 5.   * Put a line of masking tape on the floor * Designate one side True and the other False * Hold up a phonics card (e.g: sun) and say: sun * Jump on the True side. * Hold up another phonics card (e.g: star) and say: snake * Jump on the False side. * Do the same with another phonics card * The students who end up on the wrong side sit out until the next game.   - Give feedback. | - Look and say  - Listen, mime and say the sounds.  - Look and listen.  - Listen  - Listen and repeat  - Listen and repeat  - Look and listen  - Look and say  - Some students stand up and say the words.  - Colour the letters.  - Work in groups of 4  - Search for and circle the letter Ss  - Look and listen  - Listen and repeat  - Look and listen  - Listen and repeat  - Listen and point  - Look and choose  - Listen and answer  - Listen and sing  - Sing the whole chant  - Sing again without CD, clapping hands.  - Play in 2 teams of 5.  - Look and listen  - Listen and Jump |

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

**Unit 6: Letter Ss**

**Period 26: Lesson 2**

**I. Objectives**

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

* Recognize and say the three Ss words correctly
* Do the corresponding actions
* Read the story
* Sing letter Ss song

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary:** sun, star, snake

**IV. Sight words:** look, at, the, and, are, in today

**V. Teaching aids**

- CD tracks 37- 38; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 4 ms  5 ms  8 ms  4 ms  5 ms  5 ms  5 ms | **I.Warm up**  **Activity: What is it?**   * Hold up the phonics cards, one at a time. * Partly hidden by a sheet of paper. * Slowly reveal the phonics card. * The students try to guess what the phonics card is. * Give feedback   **II. Presentation & Practice**  **Lead-in Activity: Act It Out Game**   * Choose a student to come to the front of the class. Show him/her a phonics card or whisper a word, and have student act it out * The remaining students try to guess the correct answer. * The first student to raise his/ her hand and answer correctly will come to the front of the class and activity continues. * Give feedback   **4. Listen. Read Along (Track 37)**  - Encourage the students to point to the picture of the word that the teacher says.  - Play the CD. Have the students listen to the story once.  - Play the CD again. The students listen and point to the pictures of the key words when they hear them in the story.  - Read the story. The students follow their books.  - Teacher reads the printed words then let the students look at the pictures and say the words.  - Ask students work in pairs. One reads while the other checks, then they change roles. Or one reads the printed words while the other looks at the pictures and says the words.  **Activity: Say the Sight Words**  - Point to and say the sight words: look, at, the, are, in, today  - Have students repeat  - Have some students read them aloud.  **Activity: Touching Game**   * Put the 3 phonics cards on the board in this order: ***sun, star, snake***. * Divide the class into 2 teams; call one student of each team to stand 1m from the board * Read one of the three words out loud (e.g. ***a sun***), students must run to tap the card of that word. * Student who taps the correct card first will get 1 point for his/her team. * Call 4-6 students per team to the board if possible * Give feedback   **5. Song (Track 38)**   * Put the sun, star and snake phonics cards up on the board. * Point to the sun, the star and say: “The star is in the sun”. The students repeat.   - Follow the same procedure and present the rest of the song  - Play the CD. The students listen and sing along.  - Play the CD again. The pupils sing and do corresponding actions.  **Activity: Memory Game**   * Put up the phonics cards on the board. * Ask the students to memorise the order in which the items appear. * Remove the phonics cards. * Ask a student to name the items in the correct order.   - Do the same procedure with changing the order of the phonics cards.  - Give feedback | - Look and guess  - One student comes to the front.  - Look and act it out  - Others guess  - Another student continues the game.  - Listen and point.  - Listen  -Listen again and point to the pictures.  - Listen and look  - Look and say  - Work in pairs  - Point and say  - Listen and repeat  - Some students read  - One student of each team stands 1m from the board  - Listen and run to tap the card  - Look  - Listen and repeat  - Listen and repeat  - Listen and sing along.  - Sing and do  - Look  - Try to memorise the order  - Name the items in the correct order |

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

**Unit 6: Letter Ss**

**Period 27: Lesson 3**

**I. Objectives**

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

* Read and say the three Ss words correctly
* Recognize and say a new Ss word correctly

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary:** sun, star, snake, seal

**IV. Teaching aids**

- CD track 39; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5 ms  7 ms  5 ms  8 ms  10 ms | **I/ Warm up:**   * Write the letters A to S on the board leaving out a couple of them. * Ask the students to copy and complete the letters in their notebooks.   **II. Presentation & Practice**  **6. Colour the stars that have Ss in them\_Activity: Sit and Stand Game**   * Ask the students to take out their colour pencils/ crayons. * Name some colours. * Use the structure: “I like…” and ask the students hold up the colour pencils/ crayons they like. * Stick the cards of the upper letter and the same lower letter on the board in the correct order (Ss) and then in the wrong order (sS, ss, SS). * The students will stand if the letters go together in the wrong order. They will stay sitting if the letters are in the correct order. * Have the students colour the stars that have Ss in them. * Go around the classroom providing any necessary help.   **Activity: Chinese Whispers Game**   * Divide the class into 2 or 4 teams with the same numbers of students in each team. * The first student of each team runs to the teacher (at the same time); teacher whispers a word/words to them. * The first student whispers the word/words to the student sitting next to or behind him/her and so on.   - The last students say the word/words aloud.  **7. Listen, point and repeat. Colour the pictures of the words that start with the s sound. Say the s words. (Track 39)**   * Show the students the *seal*  phonics card. Point to it and say: /**/ -** seal. Ask them to repeat. * Clap your hands together while making a high pitch bark and say: /**/ -** seal. Encourage the students to do the same. * Ask the students to take out their colour pencils/ crayons * Point to the pictures, the students do corresponding actions and say the words. * Give the students 2 minutes to colour in the pictures of the words that begin with the // sound.   + Go around the classroom providing any necessary help.   **Activity: Craftwork**  - Ask the students to take out their notebooks.  - Ask them to choose one word the draw the letter and the picture in their notebooks.  - Tell them to colour the letter and the picture.  - The three first students who finish will show their picture to the class. | - Look  - Copy and complete  - Take out the crayons  - Look and say colours  - Stand or sit  - Colour the stars that have Ss in them  - Play in 3 teams  - Listen and whisper in turns.  - Listen and repeat  - Look and follow  - Take out the crayons  - Do and say   * + Colour in the pictures of the words that begin with the /r/sound.   - Take out the notebooks  - Draw the letter and the picture  - Colour  - Show the pictures to class |

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

**Unit 5: Letter Ss**

**Period 28: Lesson 4**

**I. Objectives**

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

* Review the sound of the letter Ss, four Ss words and recognize the corresponding pictures
* Write the letter Ss

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. VocabularyRevision:** sun, star, snake, seal

**IV. Teaching aids**

- CD track 36; CD player

- Phonics cards, colored chalks

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 4 ms  5ms  5 ms  5 ms  5 ms  5 ms  6 ms | **I.Warm up**  - Have the students listen to the chant in lesson 1 Unit 6 (Track 36), keep the rhythm by clapping their hands.  **II.Revision& Practice**  **1. Trace and say (Page 14 – Activity Book)**  **Activity 1: Revision of letter S, its sound**  **Speaking**  - Write on the board the big S and small s  - Point to the letter S and say out loud “This is the letter S  /es/. The letter S says /s /”  - Have the class repeat its sound chorally, then individually  - Have the students say the sound individually, correct the pronunciation if necessary  **Activity: How to write letter S**  **Writng & Speaking**  - Demonstrate how to write the big S by stroke  - Draw an example of letter S using dashed lines  - Use a different colored chalk to model tracing the letter S  - Have some students practice tracing letter S on the board  - Have students trace letter S in the books  - Students say /s/ after each finished letter  - Go around to give help if necessary  - Repeat the same procedure with the lower letter s  **2. Trace and match (Page 14 – Activity Book)**  **Activity 1: Revision of words starting with letter Oo, letter Rr and letter Ss – Activity: Yes or No**  **Speaking & Listening**   * Ask the students to close their books. * Hold up the phonics cards one at a time and say a word. * Ask individual students to say Yes or No.   ***E.g:* 1/ Teacher**: *(holding up the sun phonics card) sun*  **A student**: *Yes!*  **2/ Teacher**:*(holding up the rabbit phonics card) snake*  **A student**: *No!*  **Activity 2: Tracing & Matching:**  - Put the Phonics card (rabbit, sun, orange) on the board.  - Copy the box from question 1, 2, 3 to the board.  - Demonstrate tracing the line of letter O, o using dashed lines.  - Ask the students which one goes with letter O.  - Match letter O with the correct phonic card (orange) and small letter o.  - Have the students do the same procedure in their book.  - Go around and give help as needed.  *Answer keys: 1\_O\_orange, 2\_R\_rabbit, 3\_S\_sun*  **3. Say the words. Circle the beginning sound (Page 15 – Activity Book)**   * Put the phonics card (sun) on the board. * Write the letters in question 1 in the book to the board. * Point to the sun card and say // sun * Ask the students which letter that corresponds to the sun. * Circle letter S. * Give the students 2 minutes to circle the right letters that correspond to the phonics cards. * Go around the classroom asking the students to say the words they circle.   *Answer keys: 1\_S, 2\_r, 3\_S, 4\_R, 5\_r, 6\_S*  **4. Join the dots and colour. Then choose (Page 15 – Activity Book)**  **Writing & Reading**   * Have the students count the number from 1 to 10. * Ask the students to join the dots from 1 to 10 in their books and then colour it. * Point to the star and ask the students: “What’s it?”   ***E.g:* Teacher:** *What is it?*  **Student:** *It is a star./ A star.*   * Ask the students to circle the correct label below the star. * Go around and give help as needed.   *Answer keys: A\_It is a star.* | - Sing the chant and clap  - Look  - Listen and repeat  - Repeat chorally, then individually  - Look  - Trace on the board  - Trace in the books and say  - Close the books  - Look and listen  - Say Yes or No  - Look  - Listen and answer  - Look and match  - Look  - Listen and answer  - Circle the correct letter  - Finish the activity  - Count from 1 to 10  - Join the dots and colour  - Listen and answer  - Circle |

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

**Unit 7: Letter Tt**

**Period 29: Lesson 1**

**I. Objectives**

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

* recognize and pronounce the letter Tt and its sound correctly
* understand, recognize and say the three Tt words
* write the letter Tt

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary:** tree, tent, tiger

**IV. Sight words:** a, under, help

**V. Teaching aids**

- CD tracks 40-42; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5 ms  7 ms  4 ms  9 ms  5 ms  5 ms | **I.Warm up**   * Greet students * Put the phonic cards from the previous unit on the board * Write the first and last letters of each word below each card. * Ask the students to complete the missing letters.   - Ask the individual students to come to the board and write the missing letters.  **II. Presentation & Practice**  **1. Listen, point and repeat. Colour (Track 40):** Introduction of letter T, its sound and how to pronounce the words beginning with Tt  - Use a card with letter Tt (or write on board the letter Tt) to introduce to the students the new lesson.  - Instruct students how to pronounce the letter name and the letter sound by saying: “This is the letter T / tiː /. The letter T says / t /.”  - Repeat several times and check students’ pronunciation (letter T / tiː / and its sound / t /)  - Use the phonics cards with **tree*, tent***, and ***tiger***, read the words out loud and have students repeat.  - Use gestures to help students to understand the meanings of the three words. Check in Vietnamese.  - Stick the cards on board and have students repeat the words chorally several times (in the correct order and then in any order).  - Call some students to say the words out loud and correct their mistakes (if any).  - Ask the students to open their books and colour the letters  **Activity: Which One Is Missing?**   * Stick the phonics cards on the board. * Give the students a minute to look at the cards. * Have the students close their eyes and then you take away one cards   - Tell the students to open their eyes and name the missing cards  **2. Listen and point. Colour. (Track 41):**   * Point to the tree and say: A tree! * Have students listen and repeat * Have students look at the book and listen to the words: ***a tree, a tent, a tiger*** * Have ss listen and repeat the words for several times * Have ss to point to the corresponding item in the picture * Repeat with the rest of the items in random order. * Ask the students to look at the pair of pictures on the side. * Choose the correct one for each corresponding item in the picture. * Ask the students to colour the pictures. * Go around the classroom asking students to name the items they are colouring.   ***E.g:*** **Teacher***: (pointing to the tiger) A……under a tent!*  **Student:** *tiger!*  **3. Chant and show! (Track 42)**  **-** Use the phonics cards on the board and have students sing the chant with **tree**.  - Do the same with **tent** and **tiger**.  - The whole class sings the whole chant.  - Do the chant again without the CD this time.  - Keep the rhythm by clapping their hands.  - Give feedback.  **III. Production**: **Activity: Hot Cards**  - Have the students sit down.   * Hand out the phonics card from the previous unit. * Play the chant (Track 42). * While the song is playing, the students pass the phonics card around. * Stop the song, the student holding the phonics card must say that word. | - Look  - Come to the board and write the missing letters.  - Look and listen.  - Listen  - Listen and repeat  - Listen and repeat  - Look and listen  - Look and say  - Some students stand up and say the words.  - Colour the letters.  - Look  - Close the eyes  - Open the eyes and name the missing cards.  - Look and listen  - Listen and repeat  - Look and listen  - Listen and repeat  - Listen and point  - Look and choose  - Colour  - Listen and sing  - Sing the whole chant  - Sing again without CD, clapping hands.  - Sit down.  - Take the phonics card  - Listen to the song and pass the card around  - A student holding the phonics card must say that word. |

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

**Unit 7: Letter Tt**

**Period 30: Lesson 2**

**I. Objectives**

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

* Recognize and say the three Tt words correctly
* Do the corresponding actions
* Read the story
* Sing letter Tt song

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary:** tree, tent, tiger

**IV. Sight words:** a, is, under, there

**V. Teaching aids**

- CD tracks 43- 44; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 4 ms  5 ms  8 ms  4 ms  5 ms  5 ms  5 ms | **I.Warm up**   * Greet students * Put up the phonics cards on the board. * Name the items, one at a time. * The students mime the corresponding action and say the sound of the letter.   ***E.g:* Teacher**: *(pointing to the tree phonics card) tree*  **Class*:*** *(raising your arms over our head like branches) / t /*  **II. Presentation & Practice**  **Lead-in Activity: Draw it Game**   * Divide the class into 2 teams, A and B. * Ask two students, one from each team to come to the board. * Name a word item from the previous lesson. * The students quickly draw it. * The student who finishes first will get 1 point. * Do the same with the other words.   - Give feedback  **4. Listen. Read Along (Track 43)**  - Encourage the students to point to the picture of the word that the teacher says.  - Play the CD. Have the students listen to the story once.  - Play the CD again. The students listen and point to the pictures of the key words when they hear them in the story.  - Read the story. The students follow their books.  - Teacher reads the printed words then let the students look at the pictures and say the words.  - Ask students work in pairs. One reads while the other checks, then they change roles. Or one reads the printed words while the other looks at the pictures and says the words.  **Activity: Say the Sight Words**  - Point to and say the sight words a, is, under, there  - Have students repeat  - Have some students read them aloud.  **Activity: Speed Race Game**   * Put three chairs in front of the board. * Divide the class into 3 teams; call one student of each team to stand up. * Put a phonics card on each chair. * Read one of the three words out loud (e.g. ***tree***), students must try to be the first to sit on the chair with the corresponding phonics card. * The student who sits on the chair first will get 1 point for his/her team. * Give feedback   **5. Song (Track 44)**   * Put the tree, tent and tiger phonics cards up on the board. * Point to the tent, the tree and say: “The tent is under the tree”. The students repeat. * Follow the same procedure and present the rest of the song * Play the CD. The students listen and sing along.   - Play the CD again. The students sing and do corresponding actions.  **Activity: Form a Line Game**   * Put up the phonics cards on the board. * Write the respective words on separate pieces of paper. * Hand out the pieces of paper to the students. * Ask the students to form a line at the front of the board in the same order as the phonics card. * Repeat the procedure with another group of students.   - Give feedback | - Look, do and say  - One student comes to the board.  - Listen  - Others draw  - Other students continue the game.  - Listen and point.  - Listen  -Listen again and point to the pictures.  - Listen and look  - Look and say  - Work in pairs  - Point and say  - Listen and repeat  - Some students read  - Play in 3 teams.  - One student of each team stands up  - Look  - Listen and sit  - Look  - Listen and repeat  - Listen and repeat  - Listen and sing along.  - Sing and do  - Look  - Get the pieces of paper  - Form a line at the front of the board in the same order as the phonics card. |

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

**Unit 7: Letter Tt**

**Period 31: Lesson 3**

**I. Objectives**

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

* Read and say the three Tt words correctly
* Recognize and say a new Tt word correctly

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary:** tree, tent, tiger, tea

**IV. Teaching aids**

- CD track 45; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5 ms  5 ms  5 ms  10 ms  10 ms | **I.Warm up:**   * Write the letters A to T on the board leaving out a couple of them. * Ask the students to copy and complete the letters in their notebooks.   **II. Presentation & Practice**  **6. Match (Page 33 – Activity Book)**   * Put the phonics cards (sun, robot, tent) on the board. * Write the letters in the book to the board. * Point to the sun card and say “sun” * Ask the students which letters that correspond to the sun. * Match letter S with the correct phonic card (sun) and small letter s. * Give the students 2 minutes to match the right letters that correspond to the phonics cards. * Go around and give help as needed.   *Answer keys: Rr\_robot, Ss\_sun, Tt\_tent*  **Activity: Chinese Whispers Game**   * Divide the class into 2 teams with the same numbers of students in each team. * The first student of each team runs to the teacher (at the same time); teacher whispers a word/words to them. * The first student whispers the word/words to the student sitting next to or behind him/her and so on.   - The last students say the word/words aloud.  **7. Listen, point and repeat. Colour the pictures of the words that start with the t sound. Say the t words. (Track 45)**   * Show the students the *tea*  phonics card. Point to it and say: / t **/ -** tea. Ask them to repeat. * Pretend to drink tea and say: /t / **-** tea. Encourage the students to do the same. * Ask the students to take out their colour pencils/ crayons * Point to the pictures, the students do corresponding actions and say the words. * Give the students 2 minutes to colour in the pictures of the words that begin with the / t / sound. * Go around the classroom providing any necessary help.   + Go around the classroom providing any necessary help.   **Activity: Craftwork**  - Ask the students to take out their notebooks.  - Ask them to choose one word the draw the letter and the picture in their notebooks.  - Tell them to colour the letter and the picture.  - The three first students who finish will show their picture to the class. | - Look  - Copy and complete  - Look  - Listen  - Listen and answer  - Match  - Play in 2 teams  - Listen, whisper and say aloud.  - Listen and repeat  - Look and follow  - Take out the crayons  - Do and say   * + Colour in the pictures of the words that begin with the /t/sound.   - Take out the notebooks  - Draw the letter and the picture  - Colour  - Show the pictures to class |

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

**Unit 7: Letter Tt**

**Period 32: Lesson 4**

**I. Objectives**

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

* Review the sound of the letter Tt, four Tt words and recognize the corresponding pictures
* Write the letter Tt

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. VocabularyRevision:** tree, tent, tiger, tea

**IV. Teaching aids**

- CD track 42; CD player

- Phonics cards, colored chalks

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 4 ms  5ms  5 ms  5 ms  5 ms  5 ms  6 ms | **I.Warm up**  - Have the students listen to the chant in lesson 1 Unit 7 (Track 42), keep the rhythm by clapping their hands.  **II.Revision& Practice**  **1. Trace and say (Page 16 – Activity Book)**  **Activity 1: Revision of letter T, its sound**  **Speaking**  - Write on the board the big T and small t  - Point to the letter S and say out loud “This is the letter T  / tiː /. The letter T says / t /”  - Have the class repeat its sound chorally, then individually  - Have the students say the sound individually, correct the pronunciation if necessary  **Activity: How to write letter T**  **Writng & Speaking**  - Demonstrate how to write the big T by stroke  - Draw an example of letter T using dashed lines  - Use a different colored chalk to model tracing the letter T  - Have some students practice tracing letter T on the board  - Have students trace letter T in the books  - Students say /t/ after each finished letter  - Go around to give help if necessary  - Repeat the same procedure with the lower letter t  **2. Trace and match (Page 16 – Activity Book)**  **Activity 1: Revision of words starting with letter Tt, letter Rr and letter Ss – Activity: Thumb Up or Down**  **Speaking & Listening**   * Ask the students to close their books. * Hold up the phonics cards one at a time. * Ask individual students to say Yes or No. * Ask the students to verify the word the teacher says by putting their thumbs up or down.   **E.g. Teacher**: *(holding up the tent phonics card)*  *Tree. Up or Down?*  **Class**: *(putting their thumbs down)*  **Teacher**: *Good! What it is?*  **Class**: *Tent!*  **Activity 2: Tracing & Matching:**   * Put the phonics cards (snake, tree, rocket) on the board. * Copy the box from question 1, 2, 3 in the book to the board. * Demonstrate tracing the line of letter R, r using dashed lines. * Ask the students which one goes with letter R. * Match letter R with the correct phonic card (rocket) and small letter r. * Have the students do the same procedure in their book. * Go around and give help as needed.   *Answer keys: 1\_R\_rocket, 2\_S\_snake, 3\_T\_tree*  **3. Write the letter Tt. Tick (**🗸**) the pictures that begin with the t sound (Page 17 – Activity Book)**   * Copy the box from the book to the board * Tell the students that you are going to write the letter Tt into the box * Demonstrate the writing * Put phonics cards of a tiger and a star on the board. * Draw 2 small circle boxes next to them on the board. * Ask the students which one begins with the t sound and then tick the correct box * Ask the students to write the letter Tt in the box in their book and tick the correct pictures that begin with the t sound.   *Answer keys: tiger, tent, tree, tea*  **4. Choose (Page 17 – Activity Book)**  **Writing & Reading**   * Show the picture in the book to the students. * Point to the tiger and ask the students “What’s it?” * Point to the tent and ask the students “What’s it? * Have the students choose the correct phrase in their books.   *Answer keys: 2. A tiger and a tent*  **Activity: Letter Writing Race Game**   * Ask the students to open their notebooks. * Give the students 2 minutes to write as many Tt’s as they can.   - The winner is the student who has written the most. | - Sing the chant and clap  - Look  - Listen and repeat  - Repeat chorally, then individually  - Look  - Trace on the board  - Trace in the books and say  - Close the books  - Look and listen  - Say Yes or No  - Look  - Listen and answer  - Look and match  - Look  - Listen  - Listen, answer and tick  - Finish the activity  - Listen and answer  - Choose  - Open their notebooks.  - Write as many Tt’s as possible |

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

**Period 33: Revision**

**I. Objectives**

By the end of the lesson, students will be able to consolidate the sound of the letters Rr, Ss and Tt and the corresponding words.

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary revision:**

rabbit, rocket, robot, ring

sun, star, snake, seal

tree, tent, tiger, tea

**V. Teaching aids**

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 4 ms  8 ms  8 ms  5 ms  5 ms  5 ms | **I.Warm up**  **Activity: Which One Is Missing?**   * Put the phonics cards face up on the table/stick them on the board. * Give the students a minute to look at the cards. * Have students close their eyes and then you take away one cards. * Tell the students to open their eyes and name the missing cards.   **1. Listening & Speaking**  **Activity: (4 mins)**   * Divide the students into 3 groups.   **E.g**: *Group 1: tree \_ Group 2: tent \_ Group 3: tiger*   * Play the chant (Unit 7\_Track 42) * Each group says the appropriate chant while the rest of the class claps. * Ask the groups to show their corresponding picture cards while they chant.   **Activity: (4 mins)**   * Put the rabbit, rocket and robot phonics cards up on the board. * Point to the rocket and the robot and say: “Here is a rocket for a robot”. The students repeat. * Follow the same procedure and present the rest of the song. * Play the CD (Unit 5\_Track 32). The students listen and sing along. * Play the CD again. The students sing and do corresponding actions.   **Activity: Pass the Phonics Card Game**  Line up the students into two teams.   * Give the first student of each team a phonics card. * Say: Go! The students say the corresponding words and pass the phonics card over their heads to the student behind them. * The students continue to pass the phonics card over their heads. * The last student in each line races to hand their phonics card to the teacher and says the word. * The first team to do so wins a point. * Continue the game as many times as you think necessary.   **2. Reading & Writing**   * Put up the phonics cards from Unit 5-7 on the board. * Write the first and last letters of each word below each card. * Ask the students to complete the missing letters and write the words in their notebooks. * Ask individual students to come to the board and write the missing letters.   **Activity: Act It Out Game**   * Choose a student to come to the front of the class. Show him/her a phonics card or whisper a word, and have student act it out * The remaining students try to guess the correct answer. * The first student to raise his/ her hand and answer correctly will come to the front of the class and activity continues. * Give feedback   **Activity: Say the Sight Words**  - Point to and say the sight words: here, is, a, and, for, look, at, the, help, are, in, today, under, there.   * Have students repeat * Have some students read them aloud. | - Look  - Close their eyes   * Open their eyes and name the missing cards.   - Work in 3 groups  - Say the appropriate chant in group.  - Show their corresponding picture cards while chanting.  - Listen and repeat  - Listen and sing along  - Sing and do.  - Make 2 lines  - The first ss get a phonics card, say the words and pass it over heads to the student behind them.  - The last ss in each line races to hand their phonics card to the teacher and says the word.  - Look  - Complete the missing letters and write the words in their notebooks.  - Some ss write the missing letters on the board.  - One student look at a phonics card and act it out, others guess.  - Listen and repeat  - Read aloud |

**Week 17: Period 34: Semester Test I**

**Week 18: Date:4/1-8/1/2021.**

**Unit 8: Letter Uu**

**Period 35: Lesson 1**

**I. Objectives**

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

* recognize and pronounce the letter Uu and its sound correctly
* understand, recognize and say the three Uu words
* write the letter Uu

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary:** up, umbrella, ugly

**IV. Sight words:** It, is, in, an

**V. Teaching aids**

- CD tracks 46-48; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5 ms  5 ms  3 ms  5 ms  7 ms  5 ms  5 ms | **I.Warm up**   * Greet students   **Activity: Draw it**   * Divide the class into 2 teams, A and B. Ask two students from each team to come to the board * Teacher names a vocabulary item. The students quickly draw it. * The student who finishes first wins a point for his/ her team. * The team with more points wins.   **II. Presentation & Practice**  **1. Listen, point and repeat. Colour (Track 46):** Introduction of letter U, its sound and how to pronounce the words beginning with Uu   * Show the students the *up* phonic card. Point to it and say:   / ʌ /. The students repeat.   * Then say / ʌ / *up.* The students repeat. * Point up to the ceiling and say: / ʌ / *up.* Encourage the students to do the same. * Say the letter and have the students perform the action * Follow the same procedure: / ʌ / *umbrella* (mime holding an umbrella), / ʌ / *ugly* (make an ugly face) * Write the letter Uu on the board next to the phonics cards. Point to it and say: “This is the letter /ju:/. The letter /ju:/ makes the / ʌ / sound. The students repeat.   **Activity: What is it?**   * Teacher holds up a phonics card, partly hidden by a sheet of paper. * Slowly reveal the phonics cards. The students try to guess what the phonics card is.   **Pupil’s book open**.  - Point to and elicit the sound of the letter and the words. / ʌ / *up,* / ʌ / *umbrella,* / ʌ /*ugly*  - Play the CD. The students listen, point and repeat.  - The students color the letters Uu (explain that they can use any colors they like).  - Teacher goes around the class and elicits the letter and the word from individual students.  **2. Listen and point. Colour. (Track 47):** Read the words in sentence   * Point to the monster and say: *It is up in an umbrella*. The students repeat. * Point to the monster again and say: *It is ugly*. The student repeat. * Play the CD. The students listen and point. * Ask the students to color the umbrella, using any color they like. * Go around the classroom asking students to name the item they are coloring.   **3. Chant and show! (Track 48)**   * Put up the *up, umbrella, ugly* phonics cards on the board * Point to the phonics cards and say: / ʌ / *up,* / ʌ / u*mbrella,* / ʌ / *ugly.* The students repeat. * Play the CD. * Ask the students to do the actions when they chant. * Repeat the chant without the CD. Keep the rhythm by clapping hands.   **III. Production**:  **Activity 1: Writing in the air**   * Show the letter Uu again, have students write the Uu in air with their fingers.   **Activity 2: Memory game:**   * Put up the phonics cards on the board and ask the students to memorize the order in which the items appear. * Ask the students to close their eyes and remove the cards. * Ask students to name the items in the correct order. * Change the order of the phonics cards and repeat the activity. | - 2 ss from each team to come to the board  - Look and draw  - Look, listen and repeat  - Listen and repeat  - Follow the teacher  - Listen and perform  - Listen and repeat  - Look and guess  - Look and listen  - Listen, point and repeat  - Colour the letters.  - Listen and repeat  - Listen and repeat  - Listen and point  - Colour  - Look  - Listen and repeat  - Listen and sing  - Chant and do  - Sing again without CD, clapping hands.   * Write the Uu in air with their fingers.   - Look and memorize the order  - Close eyes  - Open eyes and name the items in order. |

**Week 18: Date: 4/1-8/1/2021.**

**Unit 8: Letter Uu**

**Period 36: Lesson 2**

**I. Objectives**

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

* Recognize and say the three Uu words correctly
* Do the corresponding actions
* Read the story
* Sing letter Uu song

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary:** up, umbrella, ugly

**IV. Sight words:** It, is, in, an, and, can, you, see

**V. Teaching aids**

- CD tracks 49- 50; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 4 ms  4 ms  8 ms  4 ms  5 ms  5 ms  5 ms | **I.Warm up**   * Show the phonics cards, ask students to do corresponding actions then say the sound of the letter and words.   E.g. Teacher: (Show the ‘up’ card). Say / ʌ / - *up*  Class: (point up to the ceiling) / ʌ / - *up*  **II. Presentation & Practice**  **Lead-in Activity: Correct teacher**   * Hold up the phonics cards, one at a time and ask individual students to correct teacher’s statement.   *e.g. Teacher: (hold the up phonics card) It is an umbrella.*  *Student 1: No! It is up! etc*  **4. Listen. Read Along (Track 49)**   * Ask: Can you see / ʌ / - *up*? Point to it. * Encourage the students to point to the picture of the word that the teacher says. * Play the CD. Have the students listen to the story once. * Play the CD again. The students listen and point to the pictures of the key words when they hear them in the story * Read the story. The students follow in their books. * Teacher reads the printed words then let the students look at the pictures and say the words. * Ask students work in pairs. One reads while the other checks, then they swap roles. Or one reads the printed words while the other looks at the pictures and says the words.   **Activity: Say the Sight Words**   * Point to and say the sight words: it, is, in, an, and, can, you, see   - Have students repeat  - Have some students read them aloud.  **Activity: Chinese Whispers Game**   * Divide the class into 2 teams with the same numbers of students in each team. * The first student of each team runs to the teacher (at the same time); teacher whispers a word/words to them. * The first student whispers the word/words to the student sitting next to or behind him/her and so on. * The last students say the word/words aloud.   **5. Song (Track 50)**   * Put up the *up, umbrella, ugly* phonics cards up on the board. * Point to the up and umbrella phonics cards and say: “Up in an umbrella can you see it?” The students repeat. * Follow the same procedure with the rest of the song * Play the CD. The students listen and sing along. * Play the CD again. The pupils sing and do corresponding actions.   **Activity: Which One Is Missing? Game**   * Put the phonics cards face up on the table/stick them on the board. * Give the students 10 seconds to look at the cards. * Have students close their eyes and then you take away one cards. * Tell the students to open their eyes and name the missing cards | - Look and do the actions  - Look, listen and say.  - Listen and point.  - Listen  -Listen again and point to the pictures.  - Listen and look  - Look and say  - Work in pairs  - Point and say  - Listen and repeat  - Some students read  - Play in 2 teams  - Listen, whisper and say aloud.  - Look  - Listen and repeat  - Listen and repeat  - Listen and sing along.  - Sing and do  - Look and try to memorise the cards  - Close eyes  - Open eyes and say |

**Week 19: Date:11-15/1/2021**

**Unit 8: Letter Uu**

**Period 38: Lesson 4**

**I. Objectives**

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

* Review the sound of the letter Uu, four Uu words and recognize the corresponding pictures
* Write the letter Uu

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary Revision:** up, umbrella, ugly, under

**IV. Teaching aids**

- CD track 48; CD player

- Phonics cards, colored chalks

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 4 ms  8 ms  7 ms  7 ms  8 ms  2 ms | **I. Warm up**  - Have the students listen to the chant in lesson 1 Unit 8 (Track 48), sing and act to the chant.  **II. Revision& Practice**  **1. Trace and say (Page 18 – Activity Book)**   * Write on the board the capital letter U (write slowly to demonstrate its formation). * Point to it and elicit the sound /ʌ/ * Show the formation in the air (taking care when facing to the students that the letter is formed the correct way for them) * Repeat with the small letter u * The students trace the letters in their activity books.   - Go around and provide any necessary help. Ask the students to say the sound of the letter  **2. Trace and match (Page 18 – Activity Book)**   * Explain the activity   First, the students trace the letters in the boxes  Then draw lines from the letters to the corresponding pictures.  *Answer keys: 1 Rr- robot 2 Ss- star 3 Tt- tiger*  *4 Uu- umbrella*  **Activity: Sound and word**   * Divide the class into two teams, A and B. * Put up the phonics cards (of Part 2) on the board. * Ask a student from team A to identify the sound (one point) and the word (one point). * Continue with a student from team B. * Write the points for each team on the board. * The team with more points wins   **3. Write the letter Uu. Then circle the pictures of the words that begin with the u sound (Page 19 – Activity Book)**   * Explain the activity * Ask the students to write the letter Uu in the box.   **Activity: Stand and Sit**   * Tell the students to listen for words that begin with the /ʌ/ sound. * Ask the students to stand when they hear the words beginning with / ʌ /sound and sit when they hear words beginning with another sound. * Slowly say: ugly, up, ring, snake, umbrella, under, tiger * Repeat the activity by saying the words quickly and ask the students to circle the correct pictures. * Go around the classroom and provide any necessary help.   *Answer keys: ugly, up, umbrella, under*  **4. Draw and color (page 19 – Activity book)**   * Explain the activity * Read the words * Ask the students to use their pencils to draw an umbrella and a tent in the provided spaces.   The student finishes first will raise his/ her hand and shows his/ her pictures to the teacher.   * Ask the students to colour their pictures (use any color they like) * Go around the classroom and provide any necessary help.  1. **Consolidation**  * Draw a letter U in the air and ask the students to draw the same in the air * Mime the action and ask the students to guess the words   - Say the correct word loudly and tell the students to do the corresponding actions. | - Sing the chant and act  - Look  - Look and say  - Trace the letters  - Say the sound  - Trace the letters  - Match  - Look and say the sound and word  - Listen  - Write the letter  - Look, listen and stand up or stay sitting.  - Read  - Draw  - Colour  - Draw a letter U in the air  - Look and guess  - Listen and do |

**Week 20: Date:18-22/1/2021**

**Period 39: Story time 2**

**I. Objectives**

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

* Consolidate the sound of the letters Rr, Ss, Tt and Uu and the corresponding words
* Learn and practice reading skills

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary revision**

Rabbit, rocket, robot, ring

Sun, star, snake, seal

Tree, tent, tiger, tea

Up, umbrella, ugly, under

**IV. Teaching aids**

- CD tracks 53; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5 ms  10 ms  8 ms  6 ms  6 ms | **I.Warm up**  - Choose some phonics cards from Unit 5-8  - Divide the class into 2 groups, A and B  - Pass one card in each group (from the first row to the last row)  - Say: Stop! The 2 students holding the cards must say the name of the items.  - Keep passing the first card and pass the second card to each group.  - Say: Stop! The 4 students holding the cards must say the name of the item.  - Continue with other cards.  **II. Revision& Practice**  **1. Listen. Read along (Track 53)**  **-** Tell the students that it’s story time.   * Ask them if they remember the previous story. If not, the teacher can spend some time going through it. (use 1st language if necessary). * Prepare phonics cards of these words: *snake, sun, tiger, tree, umbrella* * Ask the students to read out the words * Invite students to guess what they think the story is about. * Ask the students to look at the book. * Ask them questions about what they can see in the pictures   **E.g: Teacher:** *(pointing to the tiger in picture 1) Look! What’s this?*  **Class:** *(It’s a) tiger!*  **Teacher:** *(pointing to the tiger in picture 1) The tiger is under the ….*  **Class:** *tree! etc*   * Play the CD and ask the students to listen and follow the story in their books, pointing to the pictures of the key words. * Play the CD again pausing for the students to repeat.   - Ask individual students to read the story aloud.  **2. Who’s missing? Draw and colour**  - Explain the activity  - Point to the umbrella and the animals and name them.  - Ask the students to say which animal is missing   * + Ask them to draw and color it.   **Activity 1: Act Out**   * Read the sentences in the story, pause at the key words. * Invite the students to mime them (*the snake, the sun, the tiger, the tree, the umbrella*). * Have the students come to the front of the classroom and act out the story. * Encourage them to have fun as they perform.   **Activity 2: Correct teacher**   * Point to an item in the story. * Ask individual student to correct teacher’s statements.   ***E.g****.* ***Teacher****: (pointing to the tiger in picture 1) Look! It is a robot.*  ***Student 1****: No! It is an tiger! etc* | - Play in 2 groups  - Take one card from T and pass it.  - 2 ss stop passing and say the name of the items.  - 4 ss stop passing and say the name of the items.  - Listen and answer  - Look and say  - Say what they guess about the story in VNese  - Listen and answer  - Listen and point  - Listen and repeat  - Some ss read.  - Listen and answer  - Draw and colour  - Listen and repeat  - Mime the words  - Look and follow  - Act out the story  - Listen and correct |

**Week 20: Date:18-22/1/2021**

**Period 40: Revision 2 (1st)**

**I. Objectives**

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

* Consolidate the sound of the letters Rr, Ss, Tt and Uu and the corresponding words

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary Revision:**

Rabbit, rocket, robot, ring

Sun, star, snake, seal

Tree, tent, tiger, tea

Up, umbrella, ugly, under

**IV. Teaching aids**

- CD tracks 54; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 4 ms  6 ms  8 ms  5 ms  5 ms  7 ms | **I.Warm up**  **Activity: Stand and Sit**   * Tell the students to listen for words that begin with e.g the / t / sound * Ask the students to stand up when they hear words beginning with / t / sound and sit when they hear words beginning with other sound * Say slowly at the beginning and faster to make it more fun   **II.Revision& Practice**  **1. Circle the right letters. Say the letter and sound.**  - Explain the activity   * Ask the students to look at the pictures and circle the corresponding letters. * Say the letter, the sound and the name of the item   - Go around the classroom to provide any necessary help, ask individual students to say out the sound or the item.  **2. Use the code and colour the picture**  - Explain the activity.  - Ask the students to name the items.  - Ask them to use the code colour to colour each item according to its initial sound.  - Go around the classroom to provide any necessary help, ask individual students to say out the sound or the item.  **3. Say the word. Match the words that begin with the same sound**  - Explain the activity  - Ask the students to name the items  - The students match the ones that begin with the same sound then match the letter.  *Eg. Match the robot-> the rocket-> r*  **4. Listen and tick (✓) the sounds you hear. (Track 54)**  - Explain the activity   * Elicit the letters and their sounds.   - Play the CD   * The students listen and tick the sounds they hear * Listen again, pause and ask the students to repeat the sound they hear.   *Answer key: 1. /s/ 2. /u/ 3. /r/ 4. /t/ 5. /u/*  **Activity: Run and Touch**  - Divide the class into two teams, A and B, make 2 lines  - Put up the phonics cards (from part 3) on the board.  - Say the word. Two students, one from each team, race to touch the cards.  - The first student to touch the card wins a point for his/her team.  - The team with more points wins the game**.** | - Listen   * Stand up or sit still.   - Listen  - Look and circle   * Say the letter, the sound and the name of the item   - Listen  - Look and say  - Colour  - Listen  - Look and say  - Match  - Listen  - Look and say  - Listen and tick the sounds they hear  - Play in 2 teams  - Look  - Listen and race to touch the cards. |

 **Week 21:** Date:25-29/1/2021.

**Period 41: Revision 2 (2nd)**

**I. Objectives**

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

* Consolidate the sound of the letters Rr, Ss, Tt and Uu and the corresponding words

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary Revision:**

Rabbit, rocket, robot, ring

Sun, star, snake, seal

Tree, tent, tiger, tea

Up, umbrella, ugly, under

**IV. Teaching aids**

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 4 ms  8 ms  4 ms  6 ms  6 ms  7 ms | **I.Warm up**   * Prepare some phonics cards from Unit 5-8 * Hold up the phonics cards one at a time to show to the students * Say the name of the item on the card (Teacher can say correctly or not) and ask the students to verify the word you say is correct or not by putting their thumbs up (correct) and down (incorrect). * Encourage the students to give the correct answer   *Eg. Teacher: (holding up the rabbit phonics card): It’s a snake.*  *Class: (putting their thumbs down)*  *Teacher: Good! What is it?*  *Class: Rabbit! etc*  **II.Revision& Practice**  **1. Say the words. Colour the pictures beginning with the sound**   * Elicit the letters and their sounds   *E.g. letter u says /* ʌ */*   * Point to each picture and elicit the beginning sound and the name * Say the letter, the sound and the name of the item   *E.g. u- /* ʌ */ Umbrella*   * Ask the students to colour the correct pictures   - Go around the classroom to provide any necessary help, ask individual students to say out the sound or the item.  **2. Match**  - Explain the activity.   * Point to the letters and elicit their sounds * Match each upper case letter to the lower case letter * Point to the pictures and elicit the names * Match the lower letters to the pictures.   - Go around the classroom to provide any necessary help, ask individual students to say out the sound or the item.  **Activity: Which way is right?**   * Write the four letters R S T U on four papers * Stick each page to each corner of the classroom * Ask the students to stand up * Say the name of an item and ask the students to verify the word you say begun with which letter by facing their faces to the corner with the corresponding letter.   *Eg. Teacher: Snake.*  *Class: (face quickly to the corner with letter S)*   * Say slowly at the beginning and quickly later to make more fun.   **3. Write the beginning letter**   * Explain the activity * Elicit the names for each picture * Ask the students to write the upper and lower case beginning letter for each picture. * Go around the classroom to provide any necessary help   *Answer key: 1.Rr 2. Ss 3. Tt 4. Uu*  **4. Draw**   * Explain the activity * Point to the items and elicit their names. * Ask the students to read the sentences. * Ask them draw the pictures in the appropriate spaces. * Ask them to colour the pictures if they want   - Go around the classroom to provide any necessary help, ask individual students to say out the sound or the item. | - Look  - Listen and verify the word by putting their thumbs up (correct) and down (incorrect).  - Answer  - Listen  - Say the sounds and name the items  - Colour the correct pictures  - Listen  - Name the letters and the sounds.  - Match  - Look  - Stand up  - Verify the word by facing the faces to the corner with the corresponding letter.  - Listen  - Name the items  - Write the upper and lower case beginning letter for each picture.  - Listen  - Name the items  - Read  - Draw  - Colour |

**Week 21:** Date: 25-29/1/2021.

**Period 42: Portfolio Activities**

**I. Objectives**

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

* Consolidate the sound of the letters Rr, Ss, Tt and Uu and the corresponding words

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary Revision:**

Rabbit, rocket, robot, ring

Sun, star, snake, seal

Tree, tent, tiger, tea

Up, umbrella, ugly, under

**IV. Teaching aids**

- Phonics cards

- Color pencils/ crayons

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5 ms  6 ms  6 ms  6 ms  6 ms  6 ms | **I.Warm up**  **Activity: Guess**  - Divide the class into two teams, A and B  - Ask a student from one team to come to the board  - Whisper one of the vocabulary words (from unit 5-8) to the student.  - Without speaking, the student draw a picture of the word on the board  -The first team to guess the word correctly wins a point.  - Repeat the activity with a student from the other team.  - The team with more points wins the game.  **II. Revision& Practice**  **1. Trace letter Rr and colour the pictures. – Activity book- page 45**  - Elicit the letters and their sounds  *E.g. letter R says /*r*/*  - Point to each picture and elicit the letter, the sound and the name of the item  *E.g. R- /*r*/- robot*  - Ask the students to trace the letters and colour in the pictures  - Tell the students that they can draw a heart next to the picture they like most.  - Go around the classroom to provide any necessary help, ask individual students to say out the sound or the items then give out some comments or compliments.  **2. Trace letter Ss and colour the pictures. – Activity book- page 47**  - Elicit the letters and their sounds  *E.g. letter S says /*s*/*  - Point to each picture and elicit the letter, the sound and the name of the item  *E.g. S- /*s*/- sun*  *-* Ask the students to trace the letters and colour in the pictures  - Tell the students that they can draw a heart next to the picture they like most.  - Go around the classroom to provide any necessary help, ask individual students to say out the sound or the items then give out some comments or compliments  **Activity: Letter Writing Race**  - Ask the students to open their Activity books page 45- letter Rr  - In 30 seconds, the students try to write the name of the four items.  - Ask them raise their hands when they finish writing.  - The winner is the student who has finish writing first.  - Do the same with page 47, 49, 51- letter Ss, Tt, Uu.  **3. Trace letter Tt and colour the pictures. – Activity book- page 49**  - Elicit the letters and their sounds  *E.g. letter T says /*t*/*  - Point to each picture and elicit the letter, the sound and the name of the item  *E.g. T- /*t*/- tiger*  - Ask the students to trace the letters and colour in the pictures  - Tell the students that they can draw a heart next to the picture they like most.  - Go around the classroom to provide any necessary help, ask individual students to say out the sound or the items then give out some comments or compliments  **4. Trace letter Ss and colour the pictures. – Activity book- page 51**  - Elicit the letters and their sounds  *E.g. letter U says /* ʌ */*  - Point to each picture and elicit the letter, the sound and the name of the item  *E.g. U- /* ʌ */- umbrella*  - Ask the students to trace the letters and colour in the pictures  - Tell the students that they can draw a heart next to the picture they like most.  - Go around the classroom to provide any necessary help, ask individual students to say out the sound or the items then give out some comments or compliments  - Tell the students that they can draw a star next to the picture they think the best of all. | - Play in 2 teams  - A student from one team to come to the board  - Listen and draw  - Others look and guess  - Look and listen  - Name the letter, the sound and the item  - Trace the letters and colour in the pictures  - Draw a heart next to the picture they like most.  - Listen  - Name the letter, the sound and the item  - Trace the letters and colour in the pictures  - Draw a heart next to the picture they like most.  - Open the Activity books   * Write the name of the four items.   - Raise the hands when finishing writing  - Listen  - Name the letter, the sound and the item  - Trace the letters and colour in the pictures  - Draw a heart next to the picture they like most.  - Listen  - Name the letter, the sound and the item  - Trace the letters and colour in the pictures  - Draw a heart next to the picture they like most. |

**Week 22:** Date:1-5/2/2021

**Unit 9: Letter Vv**

**Period 43: Lesson 1**

**I. Objectives**

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

* recognize and pronounce the letter Vv and its sound correctly
* understand, recognize and say the three Vv words
* write the letter Vv

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary:** van, vase, violet

**IV. Sight words:** This, is, my, pretty

**V. Teaching aids**

- CD tracks 55-57; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 3 ms  5 ms  4 ms  5 ms  3 ms  5 ms  5 ms  5 ms | **I. Warm up**   * Greet students   **Activity: Find it**   * Prepare all phonics cards from the four previous units (Rr, Ss, Tt, Uu) * Ask the students to work in pairs * Give each pair one phonics card. * Say one of the words. * Ask pairs to raise their corresponding cards.   **II. Presentation & Practice**  **1. Listen, point and repeat. Colour (Track 55):** Introduction of letter V, its sound and how to pronounce the words beginning with Vv   * Show the students the *van* phonic card. Point to it and say: /v/. The students repeat. * Then say /v/ *van.* The students repeat. * Put the phonics card on the board. Mime driving a van and say: /v/ *van.* Encourage the students to do the same. * Say the letter, the students perform the action and say the letter and the word. * Follow the same procedure: /v/ *vase* (mime arranging flowers in a vase), / v / *violet* (mime smelling a violet) * Write the letter Vv on the board next to the phonics cards. Point to it and say: “This is the letter /viː/. The letter /viː/ makes the /v/ sound. The students repeat.   **Activity: What is it?**   * Teacher holds up a phonics card, partly hidden by a sheet of paper. * Slowly reveal the phonics cards. The students try to guess what the phonics card is.   **Activity: Where’s the letter? (Optional)**   * Teacher prepares photocopies of a page/ pages from some story books. * Ask the students to work in pairs/ groups * Hand out the photocopies and ask students to search for and circle the letter Vv on the page (s). * In a limited time, the pair/ group has circled the most Vvs is the winner. * This game can help the students understand the link between the letter sounds and words in books.   **Pupil’s book open**  - Point to and elicit the sound of the letter and the words./v/- van*,* /v/- *vase,* /v/- *violet*  - Play the CD. The students listen, point and repeat.  - The students color the letters Vv (explain that they can use any colors they like).  - Teacher goes around the class and elicits the letter and the word from individual students.  **2. Listen and point. Choose. (Track 56):** Read the words in sentence   * Point to the *van* and say: *This is my pretty van!* The students repeat. * Follow the same procedure for *vase* and the *violet.* * Play the CD. The students listen and point. * Say: *This is my pretty van!* Ask the students to point to the corresponding item in the picture. Repeat with the rest of the items in random order. * Ask the students to look at the pairs of pictures on the side and choose the correct one for each corresponding item. * Go around the classroom asking students to name the item they are matching.   *e.g. Teacher: (point to the van) This is my pretty …*  *Student 1: van! etc*  **3. Chant and show! (Track 57)**   * Put up the *van, vase, violet* phonics cards on the board * Point to the phonics cards and say: /v/- *van,* /v/- *vase,* /v/- *violet.* The students repeat. * Play the CD. The students listen, follow in their books and chant. * Ask the students to do the actions of the words when they chant. * Repeat the chant without the CD. Keep the rhythm by clapping hands. Pause before the words (*van, vase, violet*) and encourage the students to name the items.   e.g. Teacher: */v/*  Students: *van*  Teacher: */v/, /v/, /v/*  Students: *van! etc*  **Activity: Chant in group (Optional)**  - Divide the class into 3 groups (*van, vase, violet*). Each group says the appropriate chant while the rest of the class claps.  - Ask each group to mime the corresponding action or show the corresponding phonics cards while they chant.  **III. Production**  **Activity 1: Writing in the air**   * Show the letter Vv again, have students write the Vv in air with their fingers.   **Activity 2: Memory Game**   * Put up the phonics cards on the board and ask the students to memorize the order in which the items appear. * Ask the students to close their eyes and remove the cards. * Ask individual students to name the items in the correct order. * Change the order of the phonics cards and repeat the activity. | - Work in pairs  - Get the phonics card  - Listen and raise the cards  - Look, listen and repeat  - Listen and repeat  - Follow the teacher  - Listen and perform  - Listen and repeat  - Look and guess  - Look and listen  - Listen, point and repeat  - Colour the letters.  - Listen and repeat  - Listen, point and repeat  - Colour  - Listen  - Listen and point  - Choose  - Name the item  - Look  - Listen and repeat  - Listen and chant  - Chant and do  - Sing again without CD, clapping hands.  - Chant in group  - Chant and do   * Write the Vv in air with their fingers.   - Look and memorize the order  - Close eyes  - Open eyes and name the items in order. |

**Week 22:** Date: 1-5/2/2021.

**Unit 9: Letter Vv**

**Period 44: Lesson 2**

**I. Objectives**

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

* Recognize and say the three Vv words correctly
* Do the corresponding actions
* Practice reading skills
* Sing letter Vv song

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary:** van, vase, violet

**IV. Sight words:** This, is, my, pretty, there, a, in

**V. Teaching aids**

- CD tracks 58- 59; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 4 ms  4 ms  8 ms  4 ms  5 ms  5 ms  5 ms | **I.Warm up**  - Have students listen to the chant in lesson 1 and sing along. Repeat the chant without the CD, keep the rhythm by clapping their hands  - Put the phonics cards on the board. Name the items. One at a time, ask students to do corresponding actions then say the sound of the letter and words.  E.g. Teacher: (Point to the ‘van’ phonics card). Say /v/- *van*  Class: (mime driving) /v/- *van*  **II. Presentation & Practice**  **Lead-in Activity: Correct teacher**   * Hold up the phonics cards, one at a time and ask individual students to correct teacher’s statement.   *e.g. Teacher: (hold the van phonics card) This is my pretty violet.*  *Student 1: No! Van! etc*  **4. Listen. Read Along (Track 58)**   * Ask: Can you see /v/- *van*? Point to it. * Encourage the students to point to the picture of the word that the teacher says. * Play the CD. Have the students listen to the story once. * Play the CD again. The students listen and point to the pictures of the key words when they hear them in the story * Read the story. The students follow in their books. * Teacher reads the printed words then let the students look at the pictures and say the words. * Ask students work in pairs. One reads while the other checks, then they swap roles. Or one reads the printed words while the other looks at the pictures and says the words.   **Activity: Say the Sight Words**  - Point to and say the sight words: this, is, my, pretty, there, a, in  - Have students repeat  - Have some students read them aloud.  **Activity: Draw it**  - Divide the class into 2 teams, A and B. Ask two students from each team to come to the board  - Teacher names a vocabulary item. In 30 seconds, the 2 students have to finish drawing it.  - The student who finishes first wins a point for team.   * The team with more points wins.   **5. Song (Track 59)**   * Put up the *van, vase, violet* phonics cards up on the board. * Point to the *van* and say: *There is a vase in the van*. The students repeat. * Follow the same procedure and present the rest of song. * Play the CD. The students listen and sing along. * Play the CD again. The pupils sing and do corresponding actions. OR ask the students to take out their own *van, vase, violet* picture cards and place them on their desks. Play the CD again. The students listen and hold up the corresponding picture cards.   **Activity: Pass the phonics card**   * Line up the students in two teams. * Give the first student of each team a phonics card. * Say: ‘Go!” then the students say the words in the card and pass it over their head to the student behind them, who continues saying the word and passing the card to the behind one. * The last student in each line races to hand their phonics card to the teacher and says the word. * The first team to do so wins (or wins a point- then continue the game). * While the students are passing the cards, teacher can say: “Stop” and ask the students holding the cards say the word loudly. | - Listen, sing and clap  - Look, mime and say  - Look, listen and say.  - Listen and point.  - Listen  -Listen again and point to the pictures.  - Listen and look  - Look and say  - Work in pairs  - Point and say  - Listen and repeat  - Some students read  - Listen and draw  - Look  - Listen and repeat  - Listen and repeat  - Listen and sing along.  - Sing and do  - Line up in 2 teams  - Get the phonics card, say the word and pass it over the head |

**Week 23:** Date:15-19/2/2021.

**Unit 9: Letter Vv**

**Period 45: Lesson 3**

**I. Objectives**

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

* Read and say the three Vv words correctly
* Recognize and say an extra Vv word correctly

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary:** van, vase, violet, violin

**IV. Teaching aids**

- CD track 59, 60; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5 ms  7 ms  5 ms  8 ms  10 ms | **I.Warm up:**  **Activity: Act It Out**   * Choose a student to come to the front of the classroom. * Show him/her a phonics card or whisper a word and ask the student to act it out. * The remaining students try to guess the correct answer. * The first student to have the correct answer comes to the front of the class and the activity continues.   - Play the song from Unit 2 (Track 59), ask students to sing along and do corresponding actions.  **II. Presentation & Practice**  **6. Colour the Vv letter**   * Ask the students to take out their crayons * Point to the letters and elicit the letters and the sounds * Ask the students to colour the pictures, use any colour they like   - Go around the classroom providing any necessary help  **Activity: Which One Is Missing? Game**   * Put the phonics cards face up on the table * Give the students 10 seconds to look at the cards. * Have students close their eyes and take away one cards. * Tell students to open their eyes and name the missing card   . **7. Listen, point and repeat. Colour the pictures of the words that start with the v sound. Say the v words (Track 60)**   * Show the students the *under* phonics card. Point to it and say: /v/ **-** *violin*. Ask them to repeat. * Mime playing the violin and say: /v/ **-** *violin*. Encourage the students to do the same * Say the letter. The students perform the action and say the letter and the word (if they can). * Play the CD and have students listen, point and repeat * Point to the picture and have students name them. * Ask the students to colour in the pictures of words start with the /v/ sound. * Go around the classroom providing any necessary help.   **Activity: Craftwork**  - Ask the students to take out their notebooks.  - Ask them to choose one word the draw the letter and the picture in their notebooks.  - Tell them to colour the letter and the picture.  - The three first students who finish will show their picture to the class. | - One student comes to the front.  - Look and act it out  - Others guess  - Another student continues the game.  - Take out the crayons  - Look and say  - Colour  - Look  - Close the eyes  - Open eyes and say  - Listen and repeat  - Look and follow  - Listen and do  - Listen, point and repeat   * + Colour   - Take out the notebooks  - Draw the letter and the picture  - Colour  - Show the pictures to class |

**Week 23:** Date:15-19/2/2021.

**Unit 9: Letter Vv**

**Period 46: Lesson 4**

**I. Objectives**

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

* Review the sound of the letter Vv, four Vv words and recognize the corresponding pictures
* Write the letter Vv

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary Revision:** van, vase, violet, violin

**IV. Teaching aids**

- CD track 57; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 4 ms  8 ms  8 ms  5 ms  5 ms  5 ms | **I. Warm up**  - Have the students listen to the chant in lesson 1 Unit 9 (Track 57), sing and act to the chant.  **II. Revision& Practice**  **1. Trace and say (Page 22 – Activity Book)**   * Write on the board the capital letter V (write slowly to demonstrate its formation). * Point to it and elicit the sound /v/ * Show the formation in the air (taking care when facing to the students that the letter is formed the correct way for them) * Repeat with the small letter v * The students trace the letters in their activity books.   - Go around and provide any necessary help. Ask the students to say the sound of the letter  **2. Trace and match (Page 22 – Activity Book)**   * Explain the activity   First, the students trace the letters in the boxes  Then draw lines from the letters to the corresponding pictures.  *Answer keys: 1 Tt- tea 2 Uu- up 3 Vv- violin*  **Activity: Chinese Whispers Game**   * Divide the class into 2 teams Call 4 students from each team, then have them make 2 lines. * The first student of each team runs to the teacher (at the same time); teacher whispers a word/words/ a simple sentence to them. * The first student whispers the word/words to the student sitting next to or behind him/her and so on. * The last students say the word/words/sentence aloud. * The team has the correct answer is the winner   **3. Colour the V and the v. What is it? (Page 23 – Activity Book)**   * Explain the activity * Ask the students to find and colour all the letter Vv * Ask them to use any colour they like * Ask them to name the item in the picture * Tell them they can colour other letters with a different colour.   **4. Help the violin go to the van. Follow the V (page 23 – Activity book)**   * Explain the activity * Ask the students to circle all the upper case V to help the violin go to the van. * Check the students’ answers by holding up the book and ask the students for the right way.   *e.g. Teacher: (point to a lower case v) Is this way right? Yes or No?*  *Class: No! etc*   * Go around the classroom and provide any necessary help.   **Activity: Sound and word**   * Divide the class into two teams, A and B. * Put up the 4 phonics cards of this lesson on the board. * Ask a student from team A to identify the sound (one point) and the word (one point). * Continue with a student from team B. * Write the points for each team on the board. * The team with more points wins | - Sing the chant and act  - Look  - Look and say  - Trace the letters  - Say the sound  - Trace the letters  - Match  - Play in 2 teams  - Listen, whisper and say aloud.  - Find and colour letter Vv  - Name the item  - Colour other letters  - Circle all the upper case V  - Listen and answer  - Play in 2 teams  - Look, say the sound and word |

**Week 24** Date: 1-5/3/2021.

**Unit 10: Letter Ww**

**Period 47: Lesson 1**

**I. Objectives**

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

* recognize and pronounce the letter Ww and its sound correctly
* understand, recognize and say the three Ww words
* write the letter Ww

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary:** well, watch, window

**IV. Sight words:** where, is, the

**V. Teaching aids**

- CD tracks 61-63; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 3 ms  5 ms  4 ms  5 ms  3 ms  5 ms  5 ms  5 ms | **I. Warm up**  **Activity: Unscramble the words**   * Draw pictures of *van, vase, violet, violin* on the board * Write the names of the 4 pictures with jumbled letter * Ask a student to come to the board, unscramble one of the words and write it * Ask the class for verification * Repeat the activity with some more students as necessary.   **II. Presentation & Practice**  **1. Listen, point and repeat. Colour (Track 61):** Introduction of letter W, its sound and how to pronounce the words beginning with Ww   * Show the students the *well* phonic card. Point to it and say: /w/. The students repeat. * Then say /w/ *well.* The students repeat. * Put the phonics card on the board. Mime pulling a bucket out of a well and say: /w/ *well.* Encourage the students to do the same. * Say the letter, the students perform the action and say the letter and the word. * Follow the same procedure: /w/ *watch* (mime looking at the time on your wrist), / w / *window* (mime opening a window) * Write the letter Ww on the board next to the phonics cards. Point to it and say: “This is the letter /ˈdʌbljuː/. The letter /ˈdʌbljuː/ makes the /w/ sound.   **Activity: Guess**   * Divide the class into two teams, A and B * Ask a student from one team to come to the board * Whisper one of the vocabulary words to the student * Without speaking, the student do the corresponding action * The first team to guess the word correctly wins a point * Repeat the activity with a student from the other team. * The team with more points wins the game.   **Activity: Where’s the letter? (Optional)**   * Teacher prepares photocopies of a page from some story books. * Ask the students to work in pairs * Hand out the photocopies and ask students to search for and circle the letter Ww on the page (s). * In a limited time, the pair has circled the most Wws is the winner. * This game can help the students understand the link between the letter sounds and words in books.   **Pupil’s book open**  - Point to and elicit the sound of the letter and the words. /w/- well*,* /w/- *watch,* /w/- *window*  - Play the CD. The students listen, point and repeat.  - The students color the letters Ww (explain that they can use any colors they like).  - Teacher goes around the class and elicits the letter and the word from individual students.  **2. Listen and point. Color. (Track 62):** Read the words in sentence   * Point to the *van* and say: *Where is the well?* The students repeat. * Follow the same procedure for *watch* and the *window.* * Play the CD. The students listen and point. * Say: *Where is the watch?* Ask the students to point to the corresponding item in the picture. Repeat with the rest of the items in random order. * Ask the students to color the *well, watch* and *window* using any color they like. * Go around the classroom asking students to name the item they are coloring.   *e.g. Teacher: (point to the well) What’s this?*  *Student 1: A well! etc*  **3. Chant and show! (Track 57)**   * Put up the *well, watch, window* phonics cards on the board * Point to the phonics cards and say: /w/- *well,* /w/- watch*, /w/- window.* The students repeat. * Play the CD. The students listen, follow in their books and chant. * Ask the students to do the actions of the words when they chant. * Repeat the chant without the CD. Keep the rhythm by clapping hands. Pause before the words (*well, watch, window*) and encourage the students to name the items.   e.g. Teacher: */w/*  Students: *well*  Teacher: */w/, /w/, /w/*  Students: *well! etc*  **Activity: Chant in group (Optional)**  - Divide the class into 3 groups (*well, watch, window*). Each group says the appropriate chant while the rest of the class claps.  - Ask each group to mime the corresponding action or show the corresponding phonics cards while they chant.  **III. Production**  **Activity 1: Writing in the air**   * Show the letter Ww again, have students write the Ww in air with their fingers.   **Activity 2: Memory Game**   * Put up the phonics cards on the board and ask the students to memorize the order in which the items appear. * Ask the students to close their eyes and remove the cards. * Ask individual students to name the items in the correct order. * Change the order of the phonics cards and repeat the activity. | - Look  - Unscramble the words  - Look, listen and repeat  - Listen and repeat  - Follow the teacher  - Listen and perform  - Listen and repeat  - Play in 2 teams  - 1 student from each team comes to the board and do the actions, others guess.  - Work in pairs  - Search for letter Ww and circle.  - Look and answer  - Listen, point and repeat  - Colour the letters.  - Listen and repeat  - Listen, point and repeat  - Listen and point.  - Colour  - Look  - Listen and repeat  - Listen and chant  - Chant and do  - Sing again without CD, clapping hands.  - Chant in group  - Chant and do   * Write the Ww in air with their fingers.   - Look and memorize the order  - Close eyes  - Open eyes and name the items in order. |

**Week 24** Date: 1-5/3/2021.

**Unit 10: Letter Ww**

**Period 48: Lesson 2**

**I. Objectives**

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

* Recognize and say the three Ww words correctly
* Do the corresponding actions
* Practice reading skills
* Sing letter Ww song

**II. Integrated skills:** Reading, Listening, Speaking, Writing

**III. Vocabulary:** Well, watch, window

**IV. Sight words:** Where, is, the, can, you, see

**V. Teaching aids**

- CD tracks 64- 65; CD player

- Phonics cards

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 4 ms  5 ms  8 ms  4 ms  5 ms  5 ms  5 ms | **I. Warm up**  - Have students listen to the chant in lesson 1 and sing along. Repeat the chant without the CD, keep the rhythm by clapping their hands  - Put the phonics cards on the board. Name the items. One at a time, ask students to do corresponding actions then say the sound of the letter and words.  E.g. Teacher: (Point to the ‘*well*’ phonics card). Say /w/- *well*  Class: (mime pulling a bucket from a well) /w/- *well*  **II. Presentation & Practice**  **Lead-in Activity: Thumbs up or down**   * Hold up the phonics cards, one at a time to show * Say the name of the item on the card (Teacher can say correctly or not) and ask the students to verify the word you say is correct or not by putting their thumbs up (correct) and down (incorrect). * Encourage the students to give the correct answer   *Eg. Teacher(holding up the well phonics card):It’s a watch.*  *Class: (putting their thumbs down)*  *Teacher: Good! What is it?*  *Class: Watch! Etc*  **4. Listen. Read Along (Track 64)**   * Ask: Can you see /w/- *well*? Point to it. * Encourage the students to point to the picture of the word that the teacher says. * Play the CD. Have the students listen to the story once. * Play the CD again. The students listen and point to the pictures of the key words when they hear them in the story * Read the story. The students follow in their books. * Teacher reads the printed words then let the students look at the pictures and say the words. * Ask students work in pairs. One reads while the other checks, then they swap roles. Or one reads the printed words while the other looks at the pictures and says the words.   **Activity: Say the Sight Words**  - Point to and say sight words: where, is, the, can, you, see.  - Have students repeat  - Have some students read them aloud.  **Activity: Speed race**   * Divide the class into 3 teams, A, B and C. Ask 3 students from each team to come to the board * Write the three words *well, watch, window* on the board. * Teacher shows the phonics card of one of the phonic cards, the 3 students have to race to touch the word. * The student who touches first wins a point for team. * The team with the most points wins.   **5. Song (Track 65)**   * Put up the *well, watch, window* cards up on the board. * Point to the *van* and say: *Where is the well?* * Follow the same procedure and present the rest of song * Play the CD. The students listen and sing along. * Play the CD again. The pupils sing and do corresponding actions. OR ask the students to take out their own *well, watch, window* picture cards and place them on their desks. Play the CD again. The students listen and hold up the corresponding picture cards.   **Activity: Say the name of the phonics card**   * Put the *well, watch* and *window* phonics cards on your desk, face them down * Ask a student to come and pick up a card, show it to the class and say the word. * Ask the rest of the class for verification. * Ask the student to invite a friend to come to play. * Teacher changes the position of the cards and let the student pick up one. * Teacher can divide the class into teams, let the teams take turns to play the activity then count the points of each team. The team has the most points is the winner. | - Listen, sing and clap  - Look, mime and say  - Look   * Listen and put thumbs up (correct) and down (incorrect).   - Listen and point.  - Listen  -Listen again and point to the pictures.  - Listen and look  - Look and say  - Work in pairs  - Point and say  - Listen and repeat  - Some students read  - Play in 3 teams.  - Listen and run to touch the word on the board.  - Look  - Listen and repeat  - Listen and repeat  - Listen and sing along.  - Sing and do  - Look   * Pick up a card, show it to the class and say the word. |