**Date of teaching:** 06/9- 09/9/2021

**Week:** 1

**Period:** 1

**GETTING STARTED**

**Lesson 1**

1. **Objectives:**

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

1. **Knowledge**

**Vocabulary:**

one, two, three, four, five, six, seven, eight, nine, ten

**Structures:**

* How old are you?
* I’m (eight).
* (Open your book)!

1. **Language skills**

Count from one to ten, and ask how old someone is.

Identify and follow classroom instructions

1. **Core competencies & Personal qualities**

* Building up interests and good habits in learning English
* Building up responsive and independent-working characteristics to be a life-long learner
* Presenting communicative through learning activities in classrooms
* Being collaborative and supportive in teamwork

1. **Teaching aids:**

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

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

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**   * Say “Hello” to the whole class. * Ask students to give their names to get to know each other. * Set the classroom rules. (E.g. Sit nicely. / Be nice. / Listen to the teacher. / Hands up. ….) | * Teacher – whole class |
| **Option 1:**  **"Simon says" game**   * Tell students they must only follow commands that start with "Simon says..." * Demonstrate the game by giving the students different * commands. If the command starts with "Simon says," students must do the action. If it doesn’t start with "Simon says," students who do the action must sit down. * Have one student come to the front of the class to be "Simon." * Swap roles and repeat with a new "Simon." | * Teacher – whole class |
| **Option 2:**  **"Read my lips" game**   * Divide the class into teams. * Teacher says a sentence silently. * Have the students try to guess what the sentence is. * Give that team one point if it’s a correct guess. * The team that gets the most points win. | * Students in groups |
| 25’ | **New lesson** |  |
| Sing the “Numbers Song Let's Count 1-10” (Source: <https://www.youtube.com/watch?v=85M1yxIcHpw&t=27s>)  **A. Listen and point. Repeat. (CD1 - track 02)**   * Use some real things and pictures to introduce the numbers from 1 to 10. * Have students listen to each new word. * Have students listen to each new word and repeat all together and individually. Correct student’s pronunciation if necessary. * Arrange the flashcards on the board, play audio, and point to each flashcard. * Play audio again and have students point to the numbers in their books. * Play audio again and have students listen and repeat several times. * Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed. * Have students work in pairs, one of them points to the picture in the book and the other says the word.   **Option 1:**  **Game: “Heads up. What's missing?”**   * Divide the class into two teams. * Arrange the flashcards on the board and remove one card when students are not looking. * One student from each team calls out the missing flashcard.   **Option 2:**  **Game: “Slap”**   * Split the class into four teams. Have them stand in four lines. * Place some cards on the board. * Have four students come to the board to face off. * Call out a word, e.g. seven, and have students run to the board then slap the picture and repeat the word. The winner is the student who slaps the picture at first. | * Teacher – whole class * Students in groups * Students in groups |
| **B. Listen and point. (CD1 – Track 03)**   * Introduce the situation: “The teacher and the students are asking and answering about age.” * Play audio and have students look at the picture. * Demonstrate the activity by pointing to the new vocabulary items. * Play audio. Have students listen and point. * Have students work in pairs, ask and answer about their age. | * Teacher – whole class |
| **C. Sing. (CD1 – Track 04)**   * Have students turn to page 70. * Play audio and have students listen. * Read the lyrics and do actions following them. * Play audio and have students listen, sing along, and do * the actions. | * Teacher – whole class |
|  | **D. Point, say and do.**  **Practice (optional).**   * Divide the class into two teams. * Show a flashcard to the class. * Have Team A ask the question and Team B answer. * Swap roles and repeat.   (Teacher shows a flashcard "six.")  • Team A: "How old are you?"  • Team B: "I'm six."  **Point, ask, and answer.**   * Divide the class into pairs. * Have Student A point to a picture and ask, have Student B answer. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class.   **Answer key**  1. How old are you? I'm seven.  2. How old are you? I'm four.  3. How old are you? I'm ten.  4. How old are you? I'm six.  5. How old are you? I'm three.  6. How old are you? I'm five.  7. How old are you? I'm eight.  8. How old are you? I'm nine. | * Teacher/ Whole class/ groupwork |
|  | **E. Play “Magic finger”.**   * Have students look at the example. * Divide the class into pairs. * Have Student A write a number with their finger on Student B's back and ask "How old are you?" * Have Student B try to guess which number it is and answer, e.g. "I'm six." * Have students swap roles and repeat. | * Teacher – whole class/ pairs |
| 5’ | **Wrap up** |  |
| **Option 1:**  **Workbook-page 2 and 3**   * Divide the class into groups of five. * Have students open their workbooks – page 2 and 3   *A. What’s next? Look, read, and write the numbers.*   * Teacher makes an example first, then have students do the remains.   *B. Look and write.*   * Have students write the missing letters.   *C. Listen and (√) the box. (WB 02)*   * Have students listen and put the tick the correct box.   *D. Look, read, and (√) the box.*   * Have students look, read and tick the correct box. * Teacher and students correct all the exercises and give stamps or stickers to the whole class. | * Teacher/ Whole class/ groupwork |
| **Option 2:**  **"Memory chain" game**   * Divide the class into groups. * Have Student A ask Student B a question. * Have Student B answer the question. * Next, have Student B turn to Student C and ask the question, then have Student C answer using Student B’s answer with one extra activity. * Have Student C repeat the question to the next student, and so on. * If a student forgets a sentence, the group must start from Student A again. * The winning group is the first one to have all members finish speaking. | * Teacher/ Whole class/ groupwork |

**Date of teaching:** 06/9- 09/9/2021

**Week:** 1

**Period:** 2

**GETTING STARTED**

**Lesson 2**

1. **Objectives:**

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

1. **Knowledge**

**Vocabulary:**

open your book, close your book, hands up, hands down

**Structures:**

(Open your book)!

1. **Language skills**

Understand and follow simple instructions in class

Ask and answer the question related to numbers (*How old are you?*)

1. **Core competencies & Personal qualities**

* Building up interests and good habits in learning English
* Building up responsive and independent-working characteristics to be a life-long learner
* Presenting communicative skills through learning activities in classrooms
* Being collaborative and supportive in teamwork

1. **Teaching aids:**

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

**Students’ aids:** Student’s book, notebook, workbook.

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  Song: Hello, how do you do?  (Source: <https://www.youtube.com/watch?v=0r9oD44HZzY>) | * Teacher – whole class |
| **Option 1:**  **Game: “Who is faster?”**   * Divide the class into groups. * Arrange the flashcards on the board. * Invite a student from each group to go to the board. * Teacher says a word and the students run to tap the right card. | * Students in groups |
| **Option 2:**  **Game: “Whisper”**   * Arrange children into rows of at least six. * Secretly show a flashcard to the first child in each group. This child whispers the word to the child next to him/her. * Children continue whispering the word to the child next to them until the word reaches the final child. * The final child says the word out loud, and the first child holds up the flashcard to see whether the word is correct. | * Students in groups |
|  | **New lesson** |  |
|  | **A. Listen and point. Repeat. (CD1 - track 05)**   * Use pictures to introduce classroom commands. * Have students listen to each new word. * Have students listen to each new word and repeat all together and individually. Correct student’s pronunciation if necessary. * Arrange the flashcards on the board, play audio, and point to each flashcard. * Play audio again and have students point to the pictures in their books. * Play audio again and have students listen and repeat.   **Option 1:**  **Game: “Heads up. What's missing?”**   * Divide the class into two teams. * Arrange the flashcards on the board and remove one card when students are not looking. * One student from each team calls out the missing flashcard.   ***Option 2:***  **Game: “Do as I say”**   * Have students to do as the teacher says, not as the teacher does and repeat playing the game.   E.g. Teacher says, “Open your books.” but he/ she closes his/ her book.  Students listen to the teacher carefully and open their books. | * Teacher – whole class/ individuals * Students in groups * Teacher – whole class/ individuals |
|  | **B. Listen and point. (CD1 – Track 06)**   * Introduce the situation. * Play audio and have students look at the picture. * Demonstrate the activity by pointing to the new vocabulary items. * Play audio. Have students listen and point. | * Teacher - Whole class |
|  | **C. Sing. (CD1 – Track 07)**   * Have students turn to page 70. * Play audio and have students listen. * Read the lyrics and do actions following them. * Play audio and have students listen, sing along, and do the actions. | * Teacher - Whole class |
|  | **D. Point, say, and do.**  **Practice (optional).**   * Divide the class into two teams. * Show a flashcard to the class. * Have Team A call out the command and Team B do the action. * Swap roles and repeat. * e.g. (Teacher shows a flashcard "hands up.")   + - Team A: "Hands up!"     - Team B put their hands up.   **Point, say, and do.**   * Divide the class into pairs. * Have Student A point and say, have Student B do the action. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class. | * Students in groups * Teacher – whole class/ pairs |
|  | **E. Play “Simon says”.**   * Have students look at the example. * Tell students they must only follow commands that starts with "Simon says..." * Demonstrate the game by giving the students different commands. If the command starts with "Simon says…”, students must do the action. If it doesn’t start with "Simon says," students who do the action must sit down. * Have one student come to the front of the class to be "Simon." * Swap roles and repeat with a new "Simon." | * Teacher - Whole class |
| 5’ | **Wrap up** |  |
| **Option 1:**  **Workbook-page 4 and 5**   * Have students open their workbooks (page 4 and 5) and choose part C (page 5) to do first. * Play audio and have students listen and tick the correct box. * Have students look at part A,B and D of page 4 and 5. * Set up time limit by 1 minute timer bomb (source: <https://www.youtube.com/watch?v=vwqQPeeVM1s>). * Have students start reading and doing all parts A, B, D. When the time ends by explosion students stop doing their exercises. * Have students change their workbooks together. * Check understanding as a whole class and give the correct answers. Then the teacher gives stamps or stickers to the whole class. | * Teacher - Whole class |
| **Option 2:**  **"Pass the card" game**   * Divide the class into teams. * Have students from each team stand in a line. * Give the first student of each team a card and say "Go." * The students say the corresponding words and pass the cards over their heads to the ones behind them. * Have teams continue the game until their card reaches the last person. * The last student in each line races to hand their card to the teacher and says the word. * Give the first team to name their card correctly one point. * The team that gets the most points wins. | * Students in groups |

**Date of teaching:** 13/9-17/9/2021

**Week:** 2

**Period:** 3

**GETTING STARTED**

**Lesson 3**

1. **Objectives:**

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

1. **Knowledge**

**Phonics:**

Review: Aa to Mm

**Structures:**

1. **Language skills**

Review writing and making proper sounds of the letters from A to M.

Practice listening and speaking numbers – from one to ten

1. **Core competencies & Personal qualities**

* Building up interests and good habits in learning English
* Building up responsive and independent-working characteristics to be a life-long learner
* Presenting communicative skills through learning activities in classrooms
* Being collaborative and supportive in teamwork

1. **Teaching aids:**

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

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

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  Sing the “Hello” song (super simple songs)  Source: (<https://www.youtube.com/watch?v=tVlcKp3bWH8>) | * Teacher – whole class |
| **Option 1:**  **"Memory chain" game**   * Divide the class into groups. * Have Student A say a sentence (classroom command) to Student B. * Have Student B repeat Student A’s sentence to Student C and add their own idea. * Have Student C repeat the two sentences to Student D and add their own idea, and so on. * If a student forgets a sentence, the group must start from Student A again. * The winning group is the first one to have all members finish speaking. | * Teacher - Whole class/ groupwork |
| **Option 2:**  **"Flashcard walk" game**   * Divide the class into teams. * Place several flashcards on the classroom floor. * Have students from each team come up the front. * Play some music and have the students walk around the flashcards. * Stop the music and say the name of one flashcard. * Have the students pick up the correct flashcard and say a sentence using the word on the flashcard. * Give the first team to make a correct sentence one point. * The team that gets the most points win. | * Teacher - Whole class/ groupwork |
|  | **New lesson** |  |
| 25’ | **Sing the alphabet song.**   * Play the alphabet song and have students listen. * Play audio again and have students sing the song. * Put the flashcards on the board for the letters in red (A to M). * Point to each flashcard, call out the letter's name, and have students repeat. | * Teacher – whole class |
|  | **1. Write the letters.**   * Have students look at the pictures and call out the things they can see. * Demonstrate the activity using the example. * Have students write the letters. * Check answers as a whole class.   **Listen and repeat. (CD1 – Track 08)**   * Point to the pictures and say the letters' sounds. * Play audio. Have students listen and repeat the letter sounds. | * Teacher – whole class / individuals * Teacher – whole class |
|  | **2. Listen and point. (CD1 – Track 09)**   * Have students look at the pictures. * Demonstrate pointing to the correct letter when you hear the sound or word. * Play audio. Have students point to the correct picture at the top of the page when they hear the appropriate sound or word. | * Teacher – whole class |
|  | **3. Put a ( ✓ ) or a ( 🗶 ).**   * Have students look at the pictures and call out the words. * Demonstrate the activity using the example. * Have students put a tick or a cross. * Check answers as a whole class. | * Teacher – whole class/ individuals |
|  | **4. Follow the letters and say the sounds.**   * Have students call out the beginning sounds. * Demonstrate the activity. * Have students solve the maze with their fingers and say the letter sounds as they pass them. | * Teacher – whole class |
|  | **5. Write the letters.**   * Have students look at the pictures and call out the things they can see. * Demonstrate the activity using the example. * Have students write the letters. * Check answers as a whole class.   **Listen and repeat. (CD1 – Track 10)**   * Point to the pictures and say the letters' sounds. * Play audio. Have students listen and repeat the letter sounds. | * Teacher – whole class/ individuals * Teacher – whole class |
|  | **6. Listen and point. (CD1 – Track 11)**   * Have students look at the pictures. * Demonstrate pointing to the correct letter when you hear the sound or word. * Play audio. Have students point to the correct picture at the top of the page when they hear the appropriate sound or word. | * Teacher – whole class |
|  | **7. Circle the letter.**   * Have students look at the pictures and call out the words. * Demonstrate the activity using the example. * Have students look at the letters and circle the correct beginning sounds. * Check answers as a whole class. | * Teacher – whole class |
|  | **8. Play “Board race”.**   * Have students look at the example. * Divide the class into teams and have one student from each team stand a distance from the board. * Write two letters on the board and then say a word beginning with one of their sounds. * Have the students race to the board, touch that letter, and say the correct letter sound. * The first student to touch the letter and say the sound gets a point for their team. * Continue with other students and letters. | * Teacher – whole class/ groupwork |
|  | **Wrap up** |  |
| 5’ | **Option 1:**  **Workbook – page 6 and 7**   * Have students open their workbooks (page 6 and 7) and choose part C (page 7) to do first. * Play audio and have students listen and tick the correct box. * Have students look at part A, B and D of page 6 and 7. * Set up time limit by 1minute timer bomb (source: <https://www.youtube.com/watch?v=vwqQPeeVM1s>). * Have students start reading and doing all parts A, B, D. When the time is up, students stop doing their exercises. * Have students change their workbooks together. * Check understanding as a whole class and give the correct answers. Then the teacher gives stamps or stickers to the whole class. | * Teacher – whole class/ pair work |
|  | **Option 2:**  **“Memory game”**   * Put up the phonics cards on the board. * Ask the students to memorize the order in which the items appear. * Remove the phonics cards and ask individual students to name the items in the correct order. * Change the order of the phonics cards and repeat the activity. | * Teacher – whole class/ individuals |

**Date of teaching:** 13/9-17/9/2021

**Week:** **2**

**Period: 4**

**UNIT 1: FEELINGS**

**Lesson 1**

1. **Objectives:**

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

1. **Knowledge**

**Vocabulary:**

happy, sad, fine/OK, great

**Structures:**

How are you?

I'm (happy).

1. **Language skills**

Identify and use descriptive adjectives to impress their feelings

Talk about how they feel

1. **Core competencies & Personal qualities**

* Building up interests and good habits in learning English
* Building up an awareness of taking care of others in their family or community
* Being collaborative and supportive in teamwork
* Building up responsive and independent-working characteristics to be a life-long learner

1. **Teaching aids:**

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

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

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing the “Phonics song”**  (Source: https://www.youtube.com/watch?v=BELlZKpi1Zs) | * Teacher – whole class |
| **Option 1:**  **“Follow the leader” game**   * Have students line up behind the teacher and follow him/her around the classroom. * Do an action and shout out the word for that action. * Have students copy the action and repeat the word.   E.g. open your book, close your book, hands up, hands down | * Teacher – Whole class |
| **Option 2:**  **Vanishing Alphabet Flashcards**   * Divide the class into groups. * Teacher places flashcard letters (a – m) in front of the students. * Give them a few moments to memorize the letters and then tell them to close their eyes. * The teacher takes away one of the flashcards and then tell the students to open their eyes again. * The first group that can guess the missing letter flashcard win that flashcard (for 1 point) and take away a flashcard in the next round. | * Teacher – Whole class/ groupwork |
|  | **New lesson** |  |
| 25’ | **A. Listen and point. Repeat. (CD1 - Track 12)**   * Use some pictures to introduce the feelings. * Have students listen to each new word. * Have students listen to each new word and repeat all together and individually. Correct student’s pronunciation if necessary. * Arrange the flashcards on the board, play audio, and point to each flashcard. * Play audio again and have students point to the numbers in their books. * Play audio again and have students listen and repeat several times. * Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed. * Have students work in pairs, one of them points to the picture in the book and the other says the word. | * Teacher – whole class/ individuals/ pair work * Teacher – Whole class/ individuals * Teacher – Whole class/ groupwork |
| **Option 1:**  **"Guessing" game**   * Arrange the flashcards on the board and write a number under each card. * Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking. * Call out a number and have students take turns to guess the face-down card. Turn the card over after each guess. |
| **Option 2:**  **“Slap” game**   * Split the class into four teams. * Have them stand in four lines. * Write words (happy, sad, fine/OK, great) on the board. * Have four students come to the board to face off. * Call out a word (E.g. happy) and have students run to the board then slap the word. * The winner is the student who slaps the correct word at first. |
|  | **B. Listen and point. (CD1 – Track 13)**   * Introduce the situation. Bill and Kim are greeting each other… * Play audio and have students listen and look at the picture. * Demonstrate the activity by pointing to the new vocabulary items. * Play audio. Have students listen and point. | * Teacher – Whole class |
|  | **C. Sing. (CD1 – Track 14)**   * Have students turn to page 70. * Play audio and have students listen. * Read the lyrics and do actions following them. * Play audio and have students listen, sing along, and do the actions. * Have students go around and find their partners to ask and answer the questions.   E.g.  Student A: How are you?  Student B: I’m (happy).  **Workbook-page 8**   * Have students look at part A, B of page 8. * Set up time limit by 1 minute timer bomb (source: <https://www.youtube.com/watch?v=vwqQPeeVM1s>). * Have students start reading and doing all parts A, B. When the time ends by explosion students stop doing their exercises. * Have students change their workbooks together. * Check understanding as a whole class and give the correct answers. | * Teacher – whole class/ pair work * Teacher/ Whole class |
| 5’ | **Wrap up** |  |
| **Option 1**  **Running dictation**   * Stick some pictures (happy, sad, angry, scared) on the walls in the class. * Have students work in pairs. One runs and find the pictures around him/ her, then turn back to his pair and tell what he/ she has seen. E. g. happy His/ Her friend write down the word he/ she has heard. | * Teacher/ Whole class/ pair work |
|  | **Option 2**  **"Magic finger" game**   * Divide the class into pairs. * Have Student A choose 1 word. (happy, sad, fine, OK, great) * Have Student A write a word with their finger on Student B's back. E.g. happy * Have Student B try to guess which word it is. Then student A make a sentence with this. E.g. I’m happy. * Have students swap roles and repeat. | * Teacher/ Whole class/ pair work |

**Date of teaching:** 20/9-23/9/2021

**Week:**  3

**Period: 5**

**UNIT 1: FEELINGS**

**Lesson 1**

1. **Objectives:**

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

1. **Knowledge**

**Vocabulary:**

happy, sad, fine / OK, great

**Structures:**

How are you?

I'm (happy).

1. **Language skills**

Talk about how they feel

1. **Core competencies & Personal qualities**

* Building up interests and good habits in learning English
* Building up an awareness of taking care of others in their family or community
* Building up non-verbal communication skills through feeling expression
* Being collaborative and supportive in teamwork

1. **Teaching aids:**

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

**Students’ aids:** Student’s book, notebook, workbook.

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing “How are you?” (Feelings) song**  (Source: https://www.youtube.com/watch?v=j1QBY35LdfA) | * Teacher – whole class |
| **Option 1:**  **“Pass the ball” game**   * Have the teacher write a word on the board which misses a letter or more. (E.g. h\_\_pp\_\_) * Give one student a ball. * Have students listen to music and pass the ball. * Stop music. * Have the student with a ball try to fill the missing letters. | * Teacher – whole class/ individuals |
| **Option 2:**  **“Hangman” game**   * Split the class into four teams. * Draw the hangman board and draw blank spaces for the word the teacher wants them to guess. * Have each team guess a letter. If they guess it correctly then they get one point for each letter in the word. If they get it wrong then draw a head, body, 2 legs and 2 arms. * When the teacher draws all the parts of body the game is over and the teacher starts a new game. * The winner is the one with the most points at the end of the last puzzle. | * Teacher – Whole class/ groupwork |
| 25’ | **New lesson** |  |
|  | **D. Point, say and do.**  **Practice (optional).**   * Divide the class into two teams. * Show a flashcard to the class. * Have Team A ask the question and Team B answer. * Swap roles and repeat.   E.g.  (Teacher shows a flashcard "great".)  • Team A: "How are you?"  • Team B: "I'm great."  **Point, ask, and answer.**   * Divide the class into pairs. * Have Student A point to a picture and ask, have Student B answer. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class.   **Answer key**  1. How are you? I'm fine.  2. How are you? I'm great.   * 3. How are you? I'm happy.   4. How are you? I'm sad.  **"Hot seat" game**   * Divide the class into teams. * Have a student from each team sit on the chair facing the classroom with the board behind them. * Teacher writes a word on the board. * Have the other students describe the word. * Give the first team to guess correctly will have one point. * The team that gets the most points win. | * Teacher – whole class/ groupwork * Teacher – whole class/ pair work * Teacher – Whole class/ groupwork |
|  | **E. Play the “Chain” game**   * Have students look at the example. * Divide the class into groups of four. * Have the students stand up. * Have Student A turn to Student B and ask the question, then have Student B answer. * Next, have Student B turn to Student C and ask the question, then have Student C answer. * Continue until all students have practiced. * Have some groups demonstrate the activity in front of the class.   **Workbook-page 9**  *C. Listen and circle. (WB 05)*   * Have students listen and circle the correct answers.   *D. Look, read, and put a (√) or a (x).*   * Have students look, read, tick the correct box and cross the others. * Teacher and students correct all the exercises and give stamps or stickers to the whole class. | * Teacher – Whole class/ groupwork * Teacher – Whole class/ individuals |
| 5’ | **Wrap up** |  |
| **Option 1**  **“Mingle” game**   * Divide the class into pairs. * Play some music and encourage children to dance or walk around. * Stop the music suddenly.   When the music stops, each child finds a partner. He/ She asks his/her partner “How are you?” and his/ her partner answers the question “I'm happy/fine/OK…”.   * Play the music and continue in this way. | * Teacher – Whole class/ pair work |
| **Option 2**  **Play the game “Interview”**   * Give each student a handout. * Have the student goes around the classroom and ask five of their friends “What’s your name?”, “How are you?”, then write down the answers. * Have the student asks their friends spell a – m and count from 1 to 10. If his/her friend do correctly then write (✓). If they can’t do then write (🗶). | * Teacher – Whole class/ individuals |

“Interview” handout

|  |  |  |  |
| --- | --- | --- | --- |
| Name | How are you? | Spell a – m | Count 1 - 10 |
| Anna | fine | ✓ | ✓ |
| Billy | happy | 🗶 | ✓ |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Date of teaching:** 20/9-23/9/2021

**Week:**  3

**Period: 6**

**UNIT 1: FEELINGS**

**Lesson 2**

1. **Objectives:**

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

1. **Knowledge**

**Vocabulary:**

nut, nose

**Structures:**

1. **Language skills**

Recognize and make the /n/ sound.

Ask and answer about their feelings

1. **Core competencies & Personal qualities**

* Building up interests and good habits in learning English
* Building up non-verbal communication skills through feeling expression
* Building up an awareness of taking care of others in their family or community
* Being collaborative and supportive in teamwork

1. **Teaching aids:**

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

**Students’ aids:** Student’s book, notebook, workbook.

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  Sing the “Hello” song  (Source: <https://www.youtube.com/watch?v=gghDRJVxFxU>) | * Teacher – whole class |
| **Option 1:**  **Play “Pass the balls” game**   * Give two different colored balls to two students, a red ball (ask the question) and a yellow ball (answer the question). * Have students listen to music and pass the balls. * Stop music suddenly. * Have the student with a red ball make a question for the child who has yellow ball. * E.g Student with the red ball will ask “How are you?” The child with the yellow ball will answer his/ her friend’s question “I’m happy.”. | * Teacher – Whole class/ pair work |
| **Option 2:**  **Play “Spin the Bottle” game**   * Divide the class into the group of five. * Have students sit in a circle with a bottle in the middle. * Teacher spins the bottle. * When it stops, the student who is pointed to has to answer the teacher’s question. E.g. “How are you?”. The student who answers the teacher’s question will spin the bottle. * Have students continue the game as the same way. | * Teacher – Whole class/ groupwork |
| 25’ | **New lesson** |  |
|  | **1. Listen and repeat. Trace. (CD1 - Track 15)**   * Introduce letter Nn and its sound * Play audio. Have students listen and repeat. * Demonstrate tracing the letters with your finger. * Have students trace the letters with their fingers. * Have students work in pairs, one traces the word and one guesses. * Have some students demonstrate the activity in front of the class. | * Teacher – whole class/ individuals/ pair work |
|  | **2. Listen and repeat. Trace. (CD1 - track 16)**   * Introduce the words that begin with letter N. * Play audio and have students look at the picture. * Demonstrate the activity by pointing to the new vocabulary items. * Play audio. Have students listen and point. | * Teacher – Whole class |
|  | **3. Sing. (CD1 – Track 17)**   * Play audio and have students listen. * Have students look at the lyrics. * Read the lyrics and do actions following them. * Play audio and have students listen, sing along, and do the actions. * Have students make a new verse with the word "nose" and sing along the same melody as the first one. | * Teacher – whole class |
|  | **4. Listen and clap. (CD1 - track 18)**   * Demonstrate the activity. * Have students stand up. * Have students clap when they hear the letter sound.   **“I spy” game**   * Have one student think of a word and tell the others the first letter. “I spy with my little eye, something beginning with letter \_\_” * Have the other students guess the word Whoever wins gets to be the spy! | * Teacher – whole class * Teacher – whole class/ individuals |
| 5’ | **Wrap up** |  |
| **Option 1:**  **Game: “Slapping”**   * Have students sit in a circle and place some flashcards in the middle of the circle. * Tell students to put their hands on their heads. * Shout out the letter/ word of one of the flashcards and have the students race to touch it. The student who touches it first get to keep the object. The student who has the most flashcards at the end of the game is the winner. | * Teacher – Whole class/ individuals |
| **Option 2:**  **"Musical dictation" game**   * Divide the class into teams. * Have each team take out a pencil and a piece of paper. * Play some music and have teams pass their pencil from one student to the next within the group. * When the music stops, the students who have just received the pencil write down on their paper what the teacher has dictated to them (E.g. “nut”) * Give the first team to write the word/sentence correctly one point. * The team that gets the most points win. | * Teacher – Whole class/ groupwork |

**Date of teaching:** 27/9-30/9/2021

**Week:**  4

**Period: 7**

**UNIT 1: FEELINGS**

**Lesson 2**

1. **Objectives:**

After completing this lesson, students will be able to gain the following:

1. **Knowledge**

**Vocabulary:**

octopus, orange

**Structures:**

Consolidation: (Minh)’s thirsty

1. **Language skills**

recognize the sounds - /ɒ/ in words and produce them individually

1. **Core competencies & Personal qualities**

* Building up interests and good habits in learning English
* Building up awareness of taking care of others in their family or community
* Being collaborative and supportive in teamwork
* Building up responsive and independent-working characteristics to be a life-long learner

1. **Teaching aids:**

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

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

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing the “Phonics song”**  (source: https://www.youtube.com/watch?v=BELlZKpi1Zs) | * Teacher – whole class |
| **Option 1:**  **"What is missing?" game**   * Divide the class into teams. * Place some flashcards on the board (nut, nose and some flashcards of previous letters). * Have students from the teams close their eyes. * Remove one of the pictures. * Students have to remember and say the missing pictures. * Give the first team to guess correctly one point. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
| **Option 2:**  **“Chalkboard Fun” game** ( letter a to n)   * Divide the class into 4 teams. * Each student takes out a small chalkboard, rag and a piece of chalk. * Call out a letter/a word and have students write that letter/word and then hold up the chalkboard when finished. * Give the first team which has all the correct letter/word one point. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
| 25’ | **New lesson** |  |
|  | **5. Listen and repeat. Trace. (CD1 - Track 19)**   * Play audio. Have students listen and repeat. * Demonstrate tracing the letters with your finger. * Have students trace the letters with their fingers. * Have students work in pairs, one traces the letter and one guesses * Have some students demonstrate the activity in front of the class. | * Teacher – whole class/ individuals/ pair work |
|  | **6. Listen and repeat. Write. (CD1 - track 20)**   * Have students look at the pictures. * Demonstrate the activity. * Play audio. Have students point to the letter as they hear it. * Play audio again. Have students listen and repeat. * Have students trace and write the letters. * Have some students demonstrate the activity in front of the class. | * Teacher – Whole class |
|  | **7. Sing. (CD1 – Track 21)**   * Play audio and have students listen. * Have students look at the lyrics. * Read the lyrics and do actions following them. * Play audio and have students listen, sing along, and do the actions. * Have students make a new verse with the word "orange" and sing along the same melody as the first one. | * Teacher – whole class |
|  | **8. Listen and hop. (CD1 - track 22)**   * Demonstrate the activity. * Have students stand up. * Have students hop when they hear the letter sound.   **Workbook - page 10 and 11**   * Have students open their workbooks (page 10 and 11) and choose part C (page 11) to do first. * Play audio and have students listen and write the number into the box. * Have students look at part A,B and D of page 10 and 11. * Set up time limit by 3 minutes timer bomb (source: <https://www.youtube.com/watch?v=ycIfThGcNuw>). * Have students start reading and doing all parts A, B, D. When the time ends by explosion students stop doing their exercises. * Have students change their workbooks together. * Check understanding as a whole class and give the correct answers to the students. | * Teacher – whole class * Teacher – whole class/ individuals/ pairs |
| 5’ | **Wrap up** |  |
| **Option 1:**  **Phonics posters**   * Tell children you are going to make a phonics poster. * Hand out sheets of paper and colored pencils. * Give children the “n” sound. * They must draw pictures of one or two words with the “n” sound and color them. Somewhere on the poster they should write the sound. * Put the phonics posters around the classroom. | * Teacher – whole class/ individuals |
| **Option 2:**  **“Hot Potato” game**   * Write up a letter of the alphabet on the blackboard. (E.g. “N”) * Get a soft ball and throw it to a student. * He/ She must say a word beginning with that letter (E.g. nut) and then throw the ball back to the teacher, or to another student. | * Teacher – whole class/ individuals |

**Date of teaching:** 27/9-30/9/2021

**Week:**  4

**Period: 8**

**UNIT 1: FEELINGS**

**Lesson 3**

1. **Objectives:**

After completing this lesson, students will be able to gain the following:

1. **Knowledge**

**Vocabulary:**

scared, bored, hungry, thirsty

**Structures:**

(Minh)'s (thirsty).

1. **Language skills**

Talk about how other people feel.

1. **Core competencies & Personal qualities**

* Building up interests and good habits in learning English
* Building up awareness of taking care of others in their family or community
* Being collaborative and supportive in teamwork
* Building up responsive and independent-working characteristics to be a life-long learner

1. **Teaching aids:**

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

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

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing the “Phonics song”**  (source: https://www.youtube.com/watch?v=BELlZKpi1Zs) | * Teacher – whole class |
| **Option 1:**  **“Who is faster?” game**   * Divide the class into groups. * Arrange the flashcards on the board. (nut, nose, orange, octopus) * Invite a student from each group to go to the board. * Teacher says a word and the students run to tap the right card. | * Teacher – whole class |
| **Option 2**  **"Pictionary" game**   * Divide the class into teams. * Have a student from each team stand at the board with a marker or a piece of chalk and tell them something to draw, e.g. “nut” * Have teams try to guess what the student from their team is drawing. * Give the first team to guess correctly one point. * Repeat with different students. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
|  | **New lesson** |  |
| 25’ | **A. Listen and point. Repeat. (CD1 - Track 23)**   * Use some pictures to introduce the feelings. * Have students listen to each new word. * Have students listen to each new word and repeat all together and individually. Correct student’s pronunciation if necessary. * Arrange the flashcards on the board, play audio, and point to each flashcard. * Play audio again and have students point to the numbers in their books. * Play audio again and have students listen and repeat. * Play audio again and have students listen and repeat several times. * Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed. * Have students work in pairs, one of them points to the picture in the book and the other says the word.   **Option 1:**  **"Word Tennis" game**   * Have one student come to the front and play with you. * Say a word from the lesson or unit, and pretend to hit a ball to the student. Have the student respond with another word and hit it back to you. Continue until someone repeats a word or can't go. * Divide the class into pairs and have them play with each other. * Have some pairs demonstrate the activity in front of the class.   **Option 2:**  **“Seven lives” game**   * Draw or stick seven bodies outlines on the board.   Related imageRelated imageRelated imageRelated imageRelated imageRelated imageRelated image   * Choose a word. Draw one line on the board for each letter in a word, for example: \_ \_ \_ \_ \_ \_ (hungry). * Have students put up their hands to say a letter, if the letter is in the word, teacher writes it on the line. If the letter is not in the word, the teacher removes one of the bodies from the board. * When students complete the word or lose all seven lives the game finishes. | * Teacher – whole class/ individuals/ pair work * Teacher – whole class/ pair work * Teacher – whole class/ individuals |
|  | **B. 1. Listen and point. (CD1 – Track 24)**   * Have students call out the people they can see. * Have students listen and follow. * Play audio and demonstrate pointing. * Play audio. Have students listen and point.   **2. Listen and repeat. (CD1 - Track 25)**   * Have students look at the useful language box. * Play audio. Have students listen to the useful language. * Have students practice the useful language. | * Teacher – Whole class * Teacher – whole class/ individuals/ pair work |
|  | **C. Play the "Pretend" game.**   * Have students look at the example. * Have one student come to the front of the class. * Have that student show an emotion silently. * Have the other students try to guess the emotion. * Have students swap roles and repeat.   **Workbook – page 12**   * Have students open their books -page 12 and have them look at the exercises of part A and B carefully. * Set up time limit by 2 minutes timer bomb   (source: <https://www.youtube.com/watch?v=NpyCI345WMM>)   * Have students start reading and doing all parts A and B. When the time ends by explosion students stop doing their exercises. * Have students change their workbooks together. * Check understanding as a whole class and give the correct answers. Then the teacher gives stamps or stickers to the whole class. | * Teacher – whole class * Teacher – whole class/ individuals/ pair work |
| 5’ | **Wrap up** |  |
| **Option 1:**  **Running dictation**   * Stick some pictures ( happy, sad, angry, scared ) on the walls in the class. * Have students work in pairs. One runs and find the pictures around him/ her, then turn back to his pair and tell what he/ she has seen. E. g. happy His/ Her friend write down the word he/ she has heard. | * Teacher – whole class/   pair work |
| **Option 2**  **"Pass the card" game**   * Divide the class into teams. * Have students from each team stand in a line. * Give the first student of each team a card (scared, bored, hungry, thirsty) and say "Go." * The students say the corresponding words and pass the cards over their heads to the ones behind them. * Have teams continue the game until their card reaches the last person. * The last student in each line races to hand their card to the teacher and says the word. * Give the first team to name their card correctly one point. * The team that gets the most points wins. | * Teacher – whole class/ groupwork |

**Date of teaching:** 04/10-07/10/2021

**Week:**  5

**Period: 9**

**UNIT 1: FEELINGS**

**Lesson 3**

1. **Objectives:**

After completing this lesson, students will be able to gain the following:

1. **Knowledge**

**Vocabulary:**

scared, bored, hungry, thirsty

**Structures:**

(Minh)'s (thirsty).

What's your name?

My name's (Vinh).

1. **Language skills**

Talk about how other people feel and ask someone his/her name.

1. **Core competencies & Personal qualities**

* Building up interests and good habits in learning English
* Building up awareness of taking care of others in their family or community
* Being collaborative and supportive in teamwork
* Building up responsive and independent-working characteristics to be a life-long learner

1. **Teaching aids:**

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

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

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing “How are you?”(Feelings) song**  (source: https://www.youtube.com/watch?v=j1QBY35LdfA) | * Teacher – whole class |
| **Option 1:**  **"Musical dictation" game**   * Divide the class into teams. * Have the teacher write the sentence in wrong order (E.g. thirsty/Minh’s/.) * Have each team take out a pencil and a piece of paper. * Play some music and have teams pass their pencil from one student to the next within the group. * When the music stops, the students who have just received the pencil write down on their paper what the teacher has dictated to them. * Give the first team to write the sentence in correct order one point. * The team that gets the most points wins. | * Teacher – whole class/ groupwork |
| **Option 2:**  **"Read my lips" game**   * Divide the class into teams. * Teacher says a sentence silently. * Have the students try to guess what the teacher said. * Give that team one point if it’s a correct guess. * The team that gets the most points wins. | * Teacher – whole class/ groupwork |
| 25’ | **New lesson** |  |
|  | **D. 1. Listen and read. (CD1 – Track 26)**   * Introduce the situation. * Have students call out the people they can see. * Play audio and have students listen and read.   **2. Listen and repeat. (CD1 - Track 27)**   * Have students look at the useful language box. * Play audio. Have students listen to the useful language. * Have students practice the useful language.   **"Hot seat" game**   * Divide the class into teams. * Have a student from each team sit on the chair facing the classroom with the board behind them. * Teacher writes a word on the board. * Have the other students describe the word. * Give the first team to guess correctly one point. The team that gets the most points wins. | * Teacher – whole class/ individuals * Teacher – whole class/ pair work * Teacher – whole class/ groupwork |
|  | **E. Play the "Chain" game.**   * Have students look at the example. * Divide the class into groups of four. * Have the students stand up. * Have Student A turn to Student B and ask the question, then have Student B answer. * Next, have Student B turn to Student C and ask the question, then have Student C answer. * Continue until all students have practiced. * Have some groups demonstrate the activity in front of the class.   **Workbook - page 13**  *C.**Listen and (√) the box.*   * Have students look at exercise C page 13, identify all pictures and guess the answers . * Play audio. Have students listen and tick the correct box. * Have students listen and check the answers.   *D. Look, read, and (√) the box.*   * Have students look, read and tick the correct box.   *E. Look, trace, and draw lines.*   * Have students look at the pictures, read the question and answers, then trace the answers and draw lines. * Check understanding part C, D, E as a whole class and give the correct answers to the students. | * Teacher – whole class/ individuals * Teacher – whole class/ individuals |
| 5’ | **Wrap up** |  |
| **Option 1**  **“Musical chairs” game**   * Have students sit on their seats. * Play music and ask them to move around. * Take away two chairs and suddenly stop music. Have students sit on any chairs. The two students who have no chairs to sit on will make questions and answers.   E.g.   * Student A: What’s your name? * Student B: My name is (Vinh). * Swap roles and continue. | * Teacher – whole class/ pair work |
| **Option 2**  **"Whispering" game**   * Divide the class into teams. * Have students from each team stand or sit in a row. * Whisper a word/ sentence to the first students of each team. * Have the first students whisper the word/sentence to the second students. * Have teams continue whispering the word/sentence until it reaches the last students. * The last student in the row has to say out the word/sentence. * Give the first team to say the word/sentence correctly one point. * The team that gets the most points wins. | * Teacher – whole class/ groupwork |

**Date of teaching:** 04/10-07/10/2021

**Week: 5**

**Period: 10**

**UNIT 2: SHAPES**

**Lesson 1**

1. **Objectives:**

After completing this lesson, students will be able to gain the following:

1. **Knowledge**

**Vocabulary:**

circle, square, rectangle, triangle

**Structures:**

What shape is it?

It's a (triangle).

1. **Language skills**

Ask and answer about the shape of objects

1. **Core competencies & Personal qualities**

* Building up interests and good habits in learning English
* Being collaborative and supportive in teamwork
* Building up responsive and independent-working characteristics to be a life-long learner
* Demonstrating problem-solving skills through learning activities

1. **Teaching aids:**

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

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

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing “How are you?” (Feelings) song**  (Source: https://www.youtube.com/watch?v=j1QBY35LdfA) | * Teacher – whole class |
| **Option 1:**  **Play “Pass the balls” game**   * Give two different colored balls to two students, a red ball (ask the question) and a yellow ball (answer the question). * Have students listen to music and pass the balls. * Stop music suddenly. * Have the student with a red ball make a question for the child who has yellow ball.   E.g Student with the red ball will ask “What’s your name?” The child with the yellow ball will answer his/ her friend’s question “My name is (Vinh).”. | * Teacher – whole class/ pair work |
| **Option 2:**  **Play “Spin the Bottle” game**   * Divide the class into the group of five. * Have students sit in a circle with a bottle in the middle. * Teacher spins the bottle. * When it stops, the Student who is pointed to has to answer the teacher’s question. E.g. “What’s your name?”. The student who answers the teacher’s question will spin the bottle. * Have students continue the game as the same way. | * Teacher – whole class/ groupwork |
| 25’ | **New lesson** |  |
|  | **Sing the song “What shape is it?”**  (source: https://www.youtube.com/watch?v=9GFEjNL0XXw)  **A. Listen and point. Repeat. (CD1 - Track 28)**   * Use some pictures to introduce the shapes (circle, square, rectangle, triangle). * Have students listen to each new word. * Have students listen to each new word and repeat all together and individually. Correct student’s pronunciation if necessary. * Arrange the flashcards on the board, play audio, and point to each flashcard. * Play audio again and have students point to the numbers in their books. * Play audio again and have students listen and repeat. * Have students work in pairs, one points to the shapes and one says the words. Swap roles and continue.   **Option 1: Play "Heads up. What's missing?" game**   * Divide the class into two teams. * Arrange the flashcards on the board and remove one card when students are not looking. * One student from each team calls out the missing flashcard.   **Option 2: Play "Flashcard walk" game**   * Divide the class into teams. * Have students draw four shapes on four different paper. * Place four paper on the floor. * Have students from each team come up the front. * Play some music and have the students walk around the flashcards. * Stop the music and say a shape. (E.g. triangle) * Have the students pick up the correct shape. * Give the first team to pick the correct shape one point. * The team that gets the most points wins. | * Teacher – whole class * Teacher – whole class/ individuals/ pair work * Teacher – whole class/ groupwork * Teacher – whole class/ groupwork |
|  | **B. Listen and point. (CD1 – Track 29)**   * Introduce the situation. Bill and Sue are asking and answering about shapes. * Play audio and have students look at the picture. * Demonstrate the activity by pointing to the new vocabulary items. * Play audio. Have students listen and point. * Have students work in pairs and play roles of the conversations, using all words of part A. | * Teacher – Whole class/ pair work |
|  | **C. Sing. (CD1 – Track 30)**   * Have students turn to page 70. * Play audio and have students listen. * Read the lyrics and do actions following them. * Play audio and have students listen, sing along, and do the actions. * Divide the class into two groups, one sings the questions and one sings and draw in the air the answers.   **Workbook page 14**  ***A. Look, read, and put a (√) or a (x)***   * Have students open their Workbooks page 14 and have them look at the pictures and read the works, then put a tick or a cross.   ***B. Look, write, and draw lines.***   * Teacher makes a first example to guide students how to do the task. * Have students look, write and draw lines. | * Teacher – whole class/ groupwork * Teacher – whole class |
| 5’ | **Wrap up** |  |
| **Option 1:**  **Throw the dice**   * Put children in pairs. Each pair has a die with the numbers 1–6. * Number the sentences like the list below:   1.Draw a triangle.  2.Draw a rectangle.  3.Draw a square.  4.Draw a circle.  5.Draw your favorite shape.  6.Draw a circle and a square.  Children take turns throwing the die, draw the shape, then  ask and answer the question.  E.g.  • Student 1: What shape is it?  • Student 2: It's a circle. | * Teacher – whole class/ pair work |
| **Option 2:**  **"Pictionary" game**   * Divide the class into teams. * Have a student from each team stand at the board with a marker or a piece of chalk and tell them something to draw, e.g. “square” * Have teams try to guess what the student from their team is drawing. * Give the first team to guess correct picture one point. * Repeat with different students. * The team that gets the most points wins. | * Teacher – whole class/ groupwork |

**Date of teaching:** 11/10-14/10/2021

**Week:**  6

**Period: 11**

**UNIT 2: SHAPES**

**Lesson 1**

1. **Objectives:**

After completing this lesson, students will be able to gain the following:

1. **Knowledge**

**Vocabulary:**

circle, square, rectangle, triangle

**Structures:**

What shape is it?

It's a (triangle).

1. **Language skills**

Ask and answer about the shape of objects

1. **Core competencies & Personal qualities**

* Building up interests and good habits in learning English
* Being collaborative and supportive in teamwork
* Building up responsive and independent-working characteristics to be a life-long learner
* Demonstrating problem-solving skills through learning activities

1. **Teaching aids:**

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

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

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | * Steps/Activities | **Organization** |
| 5’ | **Warm-up**  **Sing the song “What shape is it?”**  (Source: https://www.youtube.com/watch?v=9GFEjNL0XXw) | * Teacher – whole class |
| **Option 1:**  **"Magic finger" game**   * Divide the class into pairs. * Have Student A draw a shape with their finger on Student B's back. * Have Student B try to guess which shape is. * Have students swap roles and repeat. | * Teacher – whole class / pair work |
| **Option 2:**  **Play the game “Who is faster?”**   * Divide the class into groups. * Arrange the flashcards on the board. (circle, square, triangle, rectangle) * Invite a student from each group to go to the board. * Teacher says a word and the students run to tap the right card. | * Teacher – whole class / groupwork |
|  | **New lesson** |  |
|  | **D. Point, ask and answer.**  **Practice (optional).**   * Divide the class into two teams. * Show a flashcard to the class. * Have Team A ask the question and Team B answer. * Swap roles and repeat.   E.g.  (Teacher shows a flashcard "circle".)  • Team A: "What shape is it?"  • Team B: "It's a circle."  **Point, ask, and answer.**   * Divide the class into pairs. * Have Student A point to a picture and ask, have Student B answer. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class.   **Answer key**  1. What shape is it? It's a square.  2. What shape is it? It's a circle.  3. What shape is it? It's a triangle.  4. What shape is it? It's a rectangle.  5. What shape is it? It's a rectangle.  6. What shape is it? It's a triangle.  7. What shape is it? It's a rectangle.  8. What shape is it? It's a circle. | * Teacher – whole class/ individuals/ groupwork * Teacher – whole class/ individuals/ pair work |
|  | **E. Play "Guess the picture”.**   * Have students look at the example. * Divide the class into two teams. * Have a student stand facing away from the board and stick a flashcard on the board behind them. * Have someone from the same team ask the student a question about the flashcard. * Have the student try to guess the answer without looking at the flashcard. * Give that team one point if it's a correct guess. * Have teams take turns.   **"Memory chain" game**   * Divide the class into groups. * Have Student A ask Student B “What shape is it?” * Have Student B answer the question. * Next, have Student B turn to Student C and ask the question, then have Student C answer using Student B’s answer with one extra shape. * Have Student C repeat the question to the next student, and so on. * If a student forgets a sentence, the group must start from Student A again. * The winning group is the first one to have all members finish speaking.   **Workbook page 15**  Have students open their Workbooks page 15.  ***C. Listen and color. (WB 8)***   * Have students look at exercise C and look at all shapes, identify them and guess the answers could be. * Play audio. Have students listen and color the pictures. * Play audio again. Have students listen and check. * Check understanding and give the correct answers as a whole class.   ***D. Read and draw.***   * Have students read the questions and answers, then draw shapes. * Check understanding and give the correct answers as a whole class. | * Teacher – whole class/ groupwork * Teacher – whole class/ groupwork * Teacher – whole class |
| 5’ | **Wrap up** |  |
| **Option 1**  **Shapes in the air**   * Say a word silently. * Have students guess the word and draw it in the air. * Continue the game to the end. | * Teacher – whole class |
| **Option 2**  **“Ball Circle” game**   * Divide the class into groups of 5–10. Each group sits in a circle. Give each group a ball and a chalkboard. * One student draws a shape (circle, square, rectangle, triangle) and asks, “What shape is it?” and throws the ball to another student. He/she has to answer his/her friend’s question. * This student will continue drawing and asking: “What shape is it?” then throwing the ball to another student. * Continue until every student has a turn. | * Teacher – whole class/ groupwork |

**Date of teaching:** 11/10-14/10/2021

**Week:**  6

**Period: 12**

**UNIT 2: SHAPES**

**Lesson 2**

1. **Objectives:**

After completing this lesson, students will be able to gain the following:

1. **Knowledge**

**Vocabulary:**

pen, penguin, queen, question

**Structures:**

Consolidation: What shape is it? – It’s a rectangle.

1. **Language skills**

Recognize the sound of letters – “Pp” and “Qq” and produce them individually

Ask and answer about the shape of objects

1. **Core competencies & Personal qualities**

* Building up interests and good habits in learning English
* Being collaborative and supportive in teamwork
* Building up responsive and independent-working characteristics to be a life-long learner
* Demonstrating problem-solving skills through learning activities

1. **Teaching aids:**

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

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

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing the song “What shape is it?”**  (Source: https://www.youtube.com/watch?v=9GFEjNL0XXw)  Sing the song and draw the shapes in the air. | * Teacher – whole class |
| **Option 1:**  **"Stepping stones" game**   * Divide the class into four teams. * Draw a river with some stones across it on the board. * Each team has a symbol to represent each team, e.g. "triangle”, "circle", … * Have teams play rock, paper, scissors to see which team goes first. * For each correct answer, draw or attach the symbol of the corresponding team to a stone in the direction of the opposite side of the river. * The first team to cross the river has to write a sentence with their symbol. (E.g. It’s a circle.) | * Teacher – whole class/ groupwork |
| **Option 2:**  **“Run and Draw” game**   * Divide the class into four groups. * Have students stand in four lines. * Say a sentence. (E.g. It’s a triangle.) and have the first student in each line run to the board, draw that shape and write the sentence. * Have students continue the game as the same way. | * Teacher – whole class/   groupwork |
| 25’ | **New lesson** |  |
|  | **Sing the alphabet song.**   * Play the alphabet song and have students listen. * Play audio again and have students sing the song. * Put the flashcards on the board for the letters in red (A to P). * Point to each flashcard, call out the letter's name, and have students repeat.   **1. Listen and repeat. Trace. (CD1 - Track 31)**   * Use some real thing and pictures to introduce the letter p and the words. * Have students listen to each new word. * Have students listen to each new word and repeat all together and individually. Correct student’s pronunciation if necessary. * Play audio. Have students listen and repeat. * Demonstrate tracing the letters with your finger. * Have students trace the letters with their fingers, then have them work in pairs and trace the letter for their friends say it. * Have some students demonstrate the activity in front of the class. | * Teacher – whole class * Teacher – whole class/ individuals/ pair work |
|  | **2. Listen and repeat. Write. (CD1 - track 32)**   * Have students look at the pictures. * Demonstrate the activity. * Play audio. Have students point to the letter as they hear it. * Play audio again. Have students listen and repeat. * Have students trace and write the letters. * Have some students demonstrate the activity in front of the class. | * Teacher – Whole class |
|  | **3. Sing. (CD1 – Track 33)**   * Play audio and have students listen. * Have students look at the lyrics. * Read the lyrics and do actions following them. * Play audio and have students listen, sing along, and do the actions. * Have students make a new verse with the word "penguin" and sing along the same melody as the first one. | * Teacher – whole class |
|  | **4. Listen and clap. (CD1 - track 34)**   * Demonstrate the activity. * Have students stand up. * Have students clap when they hear the letter sound.   **Patty Cake**   * Divide the class into pairs. * Have children sit facing each other. Children slap their knees once, clap their hands once, and then clap their partner’s hands once as they both say /p/ /p/ pen, … * Continue doing the action for the remain word. | * Teacher – whole class * Teacher – whole class |
| 5’ | **Wrap up** |  |
| **Option 1:**  **Workbook page 16**   * Have students open their workbooks page 16. * Have students look at part A and B, read the instruction of each. * Set up time limit by 3 minutes timer bomb (source: https://www.youtube.com/watch?v=ycIfThGcNuw). * Have students start doing their exercises. When the time ends by explosion students stop their work. * Check understanding as a whole class and give the correct answers. Then the teacher gives stamps or stickers to the whole class. | * Teacher – whole class |
| **Option 2**  **Run and Write.**   * Divide the class into groups of five. * Number the students in each group from one to five. * The teacher says the letter or word (E.g. pen) and a number from one to five. * Have the students which have that number run to the board and write down the word. * The first student writes the correct word gets one point for their team. * Continue with other words and numbers. | * Teacher – whole class/ groupwork |

**Date of teaching:** 18/10-21/10/2021

**Week:**  7

**Period: 13**

**UNIT 2: SHAPES**

**Lesson 2**

1. **Objectives:**

After completing this lesson, students will be able to gain the following:

1. **Knowledge**

**Vocabulary:**

pen, penguin, queen, question

**Structures:**

Consolidation: What shape is it? – It’s a rectangle.

1. **Language skills**

Recognize the sound of letters – “Pp” and “Qq” and produce them individually

Ask and answer about the shape of objects

1. **Core competencies & Personal qualities**

* Building up interests and good habits in learning English
* Being collaborative and supportive in teamwork
* Building up responsive and independent-working characteristics to be a life-long learner
* Demonstrating problem-solving skills through learning activities

1. **Teaching aids:**

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

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

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing the “Phonics song”**  (Source: https://www.youtube.com/watch?v=BELlZKpi1Zs) | * Teacher – whole class |
| **Option 1:**  **"Guess the word" game**   * Divide the class into four teams. * Write a word on the board with several or all letters missing. (E.g. p \_\_ n g \_\_ \_\_ n) * Have each team take turns calling out a letter. * Add the missing letters to the word if correctly guessed. * Give that team one point if it’s a correct guess. * Continue until the students guess the word correctly. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
| **Option 2:**  **“Pass the chalk” game**   * Divide the class into groups of five. * Have students sit in a circle. * Each group takes out a chalkboard and a piece of chalk. * Play music and have students pass the piece of chalk around the group. * When the music stops, the student holding the chalk is the writer, and he/she is the only one who can write. The rest of the team can help and offer contributions, but they can’t write. * The teacher shows a flashcard and the student holding the piece of chalk writes down the word/letter. * The first team that finishes writing the word hold up their chalkboard and says “Stop!”. * If the word is spelt correctly, give that team one point. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
| 25’ | **New lesson** |  |
|  | **Sing the alphabet song.**   * Play the alphabet song and have students listen. * Play audio again and have students sing the song. * Put the flashcards on the board for the letters in red (A to Q). * Point to each flashcard, call out the letter's name, and have students repeat.   **5. Listen and repeat. Trace. (CD1 - Track 35)**   * Use some pictures to introduce the letter q and the words. * Have students listen to each new word. * Have students listen to each new word and repeat all together and individually. Correct student’s pronunciation if necessary. * Play audio. Have students listen and repeat. * Demonstrate tracing the letters with your finger. * Have students trace the letters with their fingers, then have them work in pairs and trace the letter for their friends say it. * Have some students demonstrate the activity in front of the class. | * Teacher – whole class * Teacher – whole class/ individuals/ pair work |
|  | **6. Listen and repeat. Write. (CD1 - Track 36)**   * Have students look at the pictures. * Demonstrate the activity. * Play audio. Have students point to the letter as they hear it. * Play audio again. Have students listen and repeat. * Have students trace and write the letters. * Have some students demonstrate the activity in front of the class. | * Teacher – Whole class |
|  | **7. Sing. (CD1 – Track 37)**   * Play audio and have students listen. * Have students look at the lyrics. * Read the lyrics and do actions following them. * Play audio and have students listen, sing along, and do the actions. * Have students make a new verse with the word "question" and sing along the same melody as the first one. | * Teacher – whole class |
|  | **8. Listen and clap. (CD1 - track 38)**   * Demonstrate the activity. * Have students stand up. * Have students clap when they hear the letter sound.   **Patty Cake**   * Divide the class into pairs. * Have children sit facing each other. Children slap their knees once, clap their hands once, and then clap their partner’s hands once as they both say /kw/ /kw/ queen, … * Continue doing the action for the remain word. | * Teacher – whole class * Teacher – whole class/ pair work |
| 5’ | **Wrap up** |  |
| **Option 1:**  **Workbook page 17**   * Have students open their workbooks page 17.   ***C. Listen and circle. (WB 09)***   * Have students identify all pictures and guess the answers could be. * Play audio. Have students listen and circle. * Play audio again. Have students listen again and check. * Check understanding and give the correct answers as a whole class.   ***D. Look and write.***   * Have students look at the pictures and the words with missing letters. Have them try to complete these. * Check understanding and give the correct answers to the students. Then the teacher gives stamps or stickers to the whole class. | * Teacher – whole class |
| **Option 2:**  **"Pass the card" game**   * Divide the class into teams. * Have students from each team stand in a line. * Give the first student of each team a card (pen, penguin, queen, question) and say "Go." * The students say the corresponding words and pass the cards over their heads to the ones behind them. * Have teams continue the game until their card reaches the last person. * The last student in each line races to hand their card to the teacher and says the word. * Give the first team to name their card correctly one point. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |

**Date of teaching:** 18/10-21/10/2021

**Week:**  7

**Period: 14**

**REVIEW 1**

1. **Objectives:**

After completing this lesson, students will be able to:

1. **Language competence**

* Identify shapes
* Talk about feelings
* Ask and answer about names

1. **Core competence**

- Build up interests and good habits in learning English

- Build up responsive and independent-working characteristics to be a long-life learner

- Be supportive and collaborative in team work

- Demonstrate problem-solving and communicative skills through learning activities

1. **Personal qualities**

- Build up respective attitudes to others in the community

- Build up spirits of the responsibility for family and the community

1. **Teaching aids:**

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

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

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing the “Phonics song”**  (source: https://www.youtube.com/watch?v=BELlZKpi1Zs) | * Teacher – whole class |
| **Option 1:**  **“Seven lives” game**   * Draw or stick seven bodies outlines on the board.   Related imageRelated imageRelated imageRelated imageRelated imageRelated imageRelated image   * Choose a word. Draw one line on the board for each letter in a word, for example: \_ \_ \_ \_ \_ \_ \_ (penguin). * Have students put up their hands to say a letter, if the letter is in the word, teacher writes it on the line. If the letter is not in the word, the teacher removes one of the bodies from the board. * When students complete the word or lose all seven lives the game finishes. | * Teacher – whole class/ individuals |
| **Option 2:**  **“True or False” game**   * Divide the class into four groups. * Each group stands in a line. * Draw four lines on the floor and write "True" on one side and "False" on the other side. * Hold up a flashcard/object and say its word. * If students think that word is correct then jump on the True side, if not they jump on the False side. * If all the students in the group are correct, give that group one point. * The group which has most points wins. | * Teacher – whole class/ groupwork |
|  | **New lesson** |  |
| 25’ | **A. Listen and draw lines. (CD1 - Track 39)**   * Have students look at the pictures and call out the people and feelings they can see. * Play audio and demonstrate the activity using the example. * Play audio. Have students listen and draw lines. * Play audio again and check answers as a whole class. | * Teacher – whole class/ individuals |
|  | **B. Play the "Chain" game.**   * Have students look at the example. * Divide the class into groups of four. * Have the students stand up. * Have Student A turn to Student B and ask the question, then have Student B answer. * Next, have Student B turn to Student C and ask the question, then have Student C answer. * Continue until all students have practiced. * Have some groups demonstrate the activity in front of the class. | * Teacher – whole class/ groupwork |
|  | **“Ball Circle” game**   * Divide the class into groups of five. Each group sits in a circle. Give each group a ball. * One student asks, “What’s your name?” or “How are you?” and throws the ball to another student who has to answer. * After this student answers, he/she continues asking a question “How are you?” or “What’s your name?” and throws the ball to another student. * Continue until every student has had a turn.   **Workbook page 18**   * Have students open their workbooks page 18.   ***A. Look, read, and (√)the box.***   * Have students look at the pictures and read the words carefully, the put a tick or a cross.   ***B. Listen and put a (√) or a (x).***   * Have students identify all pictures and guess the answers could be. * Play audio. Have students listen and put a tick or a cross. * Play audio again. Have students listen again and check their answers. * Check understanding and give the correct answers as a whole class.   ***C. Look, read, and circle.***   * Have students look at the pictures, read the sentences then circle. * Check understanding part A, B, C and give the correct answers as a whole class. | * Teacher – whole class/ groupwork * Teacher – whole class/ individuals |
| 5’ | **Wrap up** |  |
| **Option 1:**  **“Pass the pen”**   * Divide the class into groups of four. Have them sit round a table. * Give each group a small pile of paper strips (five or more strips depending on the number of items you want to revise) and a board pen. * Play music and have students pass the pen around the group. When the music stops, the child holding the pen is the writer, and he or she is the only one who can touch the pen. The rest of the team can help and offer contributions, but they can’t touch the pen. * Gives a word/ a sentence to write down by showing a picture (e.g. sad / He’s sad.) and the child holding the pen writes the word on a strip of paper. The first team to finish writing the word/ the sentence hold up their strip of paper and say Stop! The other teams look to check if the word is spelt correctly, and if so a point is awarded to that team and the game continues, with the music starting again and the pen being passed around. | * Teacher – whole class/ groupwork |
| **Option 2:**  **“Mingle” game**   * Have students imagine that they have a problem. * Play some music and encourage children to dance or walk around. * Stop the music suddenly. * When the music stops, each child finds a partner. He/ She asks his/her partner “What’s your name?”/ “How are you?”, and his/ her partner answers the question. * Play the music and continue in this way. | * Teacher – whole class/ individuals |

**Date of teaching:** 25/10-28/10/2021

**Week:**  8

**Period: 15**

**REVIEW 2**

1. **Objectives:**

After completing this lesson, students will be able to:

1. **Language competence**

* Identify shapes
* Develop the four-English skills (Listening, Speaking, Reading, and Writing)

1. **Core competence**

- Build up interests and good habits in learning English

- Build up responsive and independent-working characteristics to be a long-life learner

- Be supportive and collaborative in team work

- Demonstrate problem-solving and communicative skills through learning activities

1. **Personal qualities**

- Build up respective attitudes to others in the community

- Build up spirits of the responsibility for family and the community

1. **Teaching aids:**

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

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

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing “How are you?”(Feelings) song**  (source: https://www.youtube.com/watch?v=j1QBY35LdfA) | * Teacher – whole class |
| **Option 1:**  **“Musical chairs” game**   * Have students sit on their seats. * Play music and ask them to move around. * Take away two chairs and suddenly stop music. Have students sit on any chairs. The two students who have no chairs to sit on will make questions and answers.   E.g.   * Student A: What’s your name? * Student B: My name is (Vinh). * Student A: How are you? * Student B: I’m happy. * Swap roles and continue. | * Teacher – whole class/ pair work |
| **Option 2:**  **"Board race" game**   * Divide the class into four teams and have one student from each team stand a distance from the board. * Divide the board into four columns. * The teacher asks, “What’s your name?” or “How are you?” and have the students race to the board, then write their answers. * The first student has the correct answer gets one point for their team. * Continue with other students. * The team that gets the most points wins. | * Teacher – whole class/ groupwork |
|  | **New lesson** |  |
| 25’ | **A. Listen and circle (A or B). (CD1 - Track 40)**   * Have students look at the pictures and call out the shapes they can see. * Play audio and demonstrate the activity using the example. * Play audio. Have students listen and circle A or B. * Play audio again and check answers as a whole class. * Have students work in pairs, practice asking and answering the questions with the circle shapes. | * Teacher – whole class/ individuals/ pair work |
|  | **B. Point, ask, and answer.**   * Divide the class into pairs. * Have Student A point to an object in the classroom and ask, have Student B answer. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class.   **Game: “Whisper”**   * Arrange children into rows of at least six. * Secretly show a flashcard (shape) to the first child in each group. This child whispers the word to the child next to him/her. * Children continue whispering the word to the child next to them until the word reaches the final child. * The final child says the word out loud, and the first child holds up the flashcard to see whether the word is correct.   **Workbook page 19**   * Have students open their workbooks page 19.   ***D. What’s next? Look, read, and draw the shapes.***   * Have students identify the shapes of question number 1, read each out loud and draw the correct shape into the box. * Continue the next question.   ***E. Listen and (√) the box. (WB 11)***   * Have students identify all shapes and guess the answers could be. * Play audio. Have students listen and tick. * Play audio again. Have students listen again and check their answers. * Check understanding and give the correct answers as a whole class.   ***F. Draw lines.***   * Have students look at the shapes, read the questions and answers, then match. * Check understanding and give the correct answers as a whole class. | * Teacher – whole class/ pair work * Teacher – whole class/ groupwork * Teacher – whole class/ individuals |
| 5’ | **Wrap up** |  |
| **Option 1**  **“Drawing on backs” game**   * Divide the class into four teams. * Have each team stands in a line, with the first child standing near the board and the last child standing near the back of the classroom. * The teacher shows a shape (E.g. a triangle) to the last student of each line, but don't let other students look at the card. Then, the teacher says “Go” * Have students take turn drawing the shape very slowly on their classmates’ backs with their fingers. * The first student of the line goes to the board, draws the shape, and writes a sentence “It’s a triangle.”. * The first team with the correct shape and sentence wins. | * Teacher – whole class/ groupwork |
| **Option 2**  **Draw and say**   * Divide the class into small groups. * Give each group a blank sheet of paper. * Have them draw their own pictures, using the shapes they have learnt to draw. * Have each group show their picture and describe it.   E.g. This is our picture. It is a (robot). It has one big circle, one square and……… | * Teacher – whole class/ groupwork |

**Date of teaching:** 25/10-28/10/2021

**Week:**  8

**Period: 16**

**UNIT 3: NUMBERS**

**Lesson 1**

1. **Objectives:**

After completing this lesson, students will be able to gain the following:

1. **Knowledge**

**Vocabulary:**

eleven, twelve, thirteen, fourteen, fifteen

**Structures:**

How many (circles) are there?

(Twelve) (circles)

1. **Language skills**

Ask and answer about the number of objects using the structure – “*How many (circles) are there?*”

1. **Core competencies & Personal qualities**

* Building up interests and good habits in learning English
* Being collaborative and supportive in teamwork
* Building up responsive and independent-working characteristics to be a life-long learner

1. **Teaching aids:**

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

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

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing the song “What shape is it?”**  (Source: https://www.youtube.com/watch?v=9GFEjNL0XXw) | * Teacher – whole class |
| **Option 1:**  **"Magic finger" game**   * Divide the class into pairs. * Have Student A draw a shape with their finger on Student B's back and ask, “What shape is it?” * Have Student B try to guess what the shape is. * Have students swap roles and repeat. | * Teacher – Whole class/ pair work |
| **Option 2:**  **"Inside the bag" game**   * Teacher prepares some flashcards or objects (about 10 flashcards or objects), then, put them into four bags. Give each team a bag. * Divide the class into four teams. * Divide each team into pairs. * Have each pair come to the front of the class and choose a card from the bag. * Have one student asks, “What shape is it?” and the other answers. Swap roles. * The first team to ask and answer correctly wins. | * Teacher – Whole class/ groupwork |
| 25’ | **New lesson** |  |
|  | **A. Listen and point. Repeat. (CD1 - Track 41)**   * Review numbers from 1 to ten. * Introduce numbers from 11 to 15. Arrange the flashcards on the board, play audio, and point to each flashcard. * Play audio again and have students point to the numbers in their books. * Play audio again and have students listen and repeat. * Have students work in pairs, one points to the numbers and one says the words. Swap roles. | * Teacher – Whole class/ individuals/ pair work |
|  | **Option 1:**  **"Heads up. What's missing?" game**   * Divide the class into two teams. * Arrange the flashcards on the board and remove one card when students are not looking. * Have one student from each team calls out the missing flashcard. | * Teacher – Whole class/ groupwork |
|  | **Option 2:**  **"Flashcard walk" game**   * Divide the class into four teams. * Place flashcards (from 11 – 15) on the classroom floor. * Have students from each team come up the front. * Play some music and have the students walk around the flashcards. * Stop the music and say a number. * Have the students pick up the correct flashcard then run to the board and write down the number. * Give the first team to pick and write the correct number one point. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
|  | **B. Listen and point. (CD1 – Track 42)**   * Have students look at the picture and identify the details of it. * Introduce the situation. Bill and Sue are asking about the number of shapes. * Play audio and have students look at the picture. * Demonstrate the activity by pointing to the new vocabulary items. * Play audio. Have students listen and point. * Divide the class into two groups, one reads the question and one reads the answer. * Have students work in pairs, point to the pictures, practice asking and answering the questions. | * Teacher – Whole class/ groupwork/ pair work |
|  | **C. Sing. (CD1 – Track 43)**   * Have students turn to page 70. * Play audio and have students listen. * Read the lyrics and do actions following them. * Play audio and have students listen, sing along, and do the actions. | * Teacher – whole class/ pairs |
|  | **Workbook - page 20**   * Have students open their workbooks, page 20 and see what they will have to do. * Set up time limit by 1 minute timer bomb (source: <https://www.youtube.com/watch?v=vwqQPeeVM1s>). * Have students start reading and doing all parts A, B. When the time ends by explosion students stop doing their exercises. * Have students change their workbooks together. * Check understanding as a whole class and give the correct answers. | * Teacher – whole class |
| 5’ | **Wrap up** |  |
| **Option 1**  **Find your partner**   * Give each student one card. The card will have number of shapes. * Have students find the partner who has the same cards. Have them make questions and answers. * Have students hands up when they have finished their work. * Check students who are correct. | * Teacher – Whole class/ pair work |
| **Option 2**  **“Hot Potato” game**   * Have the teacher prepares some pictures or flashcards and sticks them on the board. * Point at a picture and asks, “How many …… are there?” * Get a soft ball and throw it to a student. * He/ She must answer then throw the ball to the other student which has to answer the following question. | * Teacher – Whole class/ individuals |

**Date of teaching:** 01/11-04/11/2021

**Week:**  9

**Period: 17**

**UNIT 3: NUMBERS**

**Lesson 1**

1. **Objectives:**

After completing this lesson, students will be able to gain the following:

1. **Knowledge**

**Vocabulary:**

eleven, twelve, thirteen, fourteen, fifteen

**Structures:**

How many (circles) are there?

(Twelve) (circles).

1. **Language skills**

Ask and answer about the number of objectives using the structure “*How many (circles) are there?*”

1. **Core competencies & Personal qualities**

* Building up interests and good habits in learning English
* Being collaborative and supportive in teamwork
* Building up responsive and independent-working characteristics to be a life-long learner

1. **Teaching aids:**

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

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

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up** |  |
| **Option 1:**  **“Give Me” game**   * Prepares many cards which have number (from 11 to 15) on the back. Elicit the different flashcards you have. * Then place all the flashcards around the classroom. * Divide the class into groups of five. * Give the students one minute to find the cards. Each group has to find five different cards. * When time is up, the teacher says "Give me number (twelve)". The student with the (twelve) card should hold up and repeat the letter or word. | * Teacher – Whole class/ groupwork |
| **Option 2:**  **"Guess the word" game**   * Divide the class into four teams. * Write a word on the board with several or all letters missing. (E.g. \_ \_ \_ \_ \_ \_ \_ – fifteen) * Have each team take turns calling out a letter. * Add the missing letters to the word if correctly guessed. * Give that team one point if it’s a correct guess. * Continue until the students guess the word correctly. * The team that gets the most points wins.   **Sing the song of Unit 3 (lesson 1)**   * Have students sing and draw shapes in the air. | * Teacher – Whole class/ groupwork * Teacher – whole class |
|  | **New lesson** |  |
| 25’ | **D. Point, ask and answer.**  **Practice (optional).**   * Divide the class into two teams. * Show a flashcard to the class. * Have Team A ask the question and Team B answer. * Swap roles and repeat.   E.g.  (Teacher shows a flashcard "circle".)  (Teacher shows flashcard "thirteen.")  • Teacher: "triangle"  • Team A: "How many triangles are there?"  • Team B: "Thirteen triangles."  **Point, ask, and answer.**   * Divide the class into pairs. * Have Student A point to a picture and ask, have Student B answer. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class.   **Answer key**  1. How many squares are there? Twelve squares.  2. How many balls are there? Fifteen balls.  3. How many pencils are there? Eleven pencils.  4. How many books are there? Thirteen books.  5. How many triangles are there? Eleven triangles.  6. How many bananas are there? Fourteen bananas.  7. How many flowers are there? Fifteen flowers.  8. How many cats are there? Twelve cats.  9. How many circles are there? Thirteen circles.  **Back - to - back dictation**   * Divide the class into pairs and have them sit back - to - back. Give each child a blank sheet of paper and have them draw number of objects. * Child A asks: “ How many (squares)? are there?”. Child B answers: “ (Twelve)(squares).” and child A writes down the words. Swap the roles. * Once finished, the two children compare the answers. | * Teacher – Whole class/ groupwork * Teacher – Whole class/ pair work * Teacher – Whole class/ pair work |
|  | **E. Look at part D. Play the "Memory" game.**   * Have students look at the example. * Divide the class into two pairs. * Have Student A look at part D for ten seconds, then close their books. * Have Student B ask questions about part D using the useful language from the lesson and have Student A answer. * Have students swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class. | * Teacher – Whole class/ pair work |
|  | **Workbook page 21**   * Have students open their workbooks, page 21   *C. Listen and (√) the box. (WB 12)*   * Have students look at part C, read the words and guess the answer could be. * Play audio and have students listen and tick the correct box. * Have students listen again and check.   *D. Look, read, and color.*   * Have students look at part D and see what they will have to do. * Have students read the questions and answers, count the objects. * Set up time limit by 1 minute timer bomb (source: <https://www.youtube.com/watch?v=vwqQPeeVM1s>). * Have students start coloring the correct objects. When the time ends by explosion students stop doing their exercises. * Have students change their workbooks together. * Check understanding as a whole class and give the correct answers. | * Teacher- Whole class |
| 5’ | **Wrap up** |  |
| **Option 1**  **"Musical dictation" game**   * Divide the class into teams. * Have each team take out a pencil and a piece of paper. * Play some music and have teams pass their pencil from one student to the next within the group. * When the music stops, the students who have just received the pencil write down on their paper what the teacher has dictated to them. * Give the first team to write the word/sentence correctly one point. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
| **Option 2**  **“Ball Circle” game**   * Divide the class into groups of five. Each group sits in a circle. Give each group a ball. * Prepares some pictures then give to each group. * Have one student points at the picture and asks “How many …… are there?” then this student throws the ball to another student who has to answer. The student then asks, “How many …… are there?” and throws the ball to another student. * Continue until every student has had a turn. | * Teacher – Whole class/ groupwork |

**Date of teaching:** 01/11-04/11/2021

**Week:**  9

**Period: 18**

**UNIT 3: NUMBERS**

**Lesson 2**

1. **Objectives:**

After completing this lesson, students will be able to gain the following:

1. **Knowledge**

**Vocabulary:**

Consolidation

**Structures:**

Consolidation

1. **Language skills**

Practice asking and answering about the number of objects using the structure “*How many (circles) are there?*”

1. **Core competencies & Personal qualities**

* Building up interests and good habits in learning English
* Being collaborative and supportive in teamwork
* Building up responsive and independent-working characteristics to be a life-long learner

1. **Teaching aids:**

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

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

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing the song of Unit 3 (lesson 1)**   * Have students sing and draw shapes in the air. | * Teacher – whole class |
| **Option 1:**  **"Tic, tac, toe" game**   * Divide the class into four groups. * Each team divides into pairs. * Have teams play rock, paper, scissors to see which team goes first. * Have the winning team choose a space, then one pair from that team go to the board. * One student will point at the picture or flashcard and ask “How many …… are there?” and the other student will answer. * Have the pair mark that space as theirs if they use the useful language correctly. * Have teams take turns. * The team that gets three spaces in a horizontal, vertical, or diagonal line wins the game. | * Teacher – Whole class/ groupwork |
| **Option 2:**  **“Chalkboard Fun” game**   * Divide the class into four teams. * Each student takes out a small chalkboard, rag and a piece of chalk. * The teacher prepares some flashcards or pictures and sticks them on the board. * The teacher points at the picture or flashcard and asks “How many …… are there?”, then gives the students fifteen seconds to write down their answers. * When the time is up, all the students hold up the chalkboards. * Give the team which has all the correct answers one point. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
| 25’ | **New lesson** |  |
|  | **Sing the alphabet song.**   * Play the alphabet song and have students listen. * Play audio again and have students sing the song. * Put the flashcards on the board for the letters in red (A to O). * Point to each flashcard, call out the letter's name, and have students repeat.   **1. Listen and repeat. (CD1 - Track 44)**   * Have students look at the pictures. * Point to the pictures and say the letters' sounds. * Play audio. Have students listen and repeat the letter sounds. | * Teacher – Whole class * Teacher – Whole class/ individuals |
|  | **2. Listen and point. (CD1 - track 45)**   * Have students look at the pictures. * Demonstrate pointing to the correct letter when you hear the sound or word. * Play audio. Have students point to the correct picture at the top of the page when they hear the appropriate sound or word. * Have students work in pairs, practice pointing and saying the sounds or the words. Swap roles. | * Teacher – Whole class/ pair work |
|  | **3. Draw lines.**   * Have students look at the pictures and call out the things they can see. * Demonstrate the activity using the example. * Have students draw lines from the letters to the pictures. * Check answers as a whole class. | * Teacher – Whole class/ individuals |
|  | **4. Play “Guess the picture”.**   * Have students look at the example. * Divide the class into two teams. * Have a student stand facing away from the board and stick a flashcard on the board behind them. * Have someone from the same team ask the student a question about the flashcard. * Have the student try to guess the answer without looking at the flashcard. * Give that team one point if it's a correct guess. * Have teams take turns.   **Workbook page 22**   * Have students open their workbooks, page 22 . * Have them look at part A and B and think what they will have to do. * Set up time limit by 1 minute timer bomb (source: <https://www.youtube.com/watch?v=vwqQPeeVM1s>). * Have students start reading and doing parts A and B. When the time ends by explosion students stop doing their exercises. * Have students change their workbooks together. * Check understanding as a whole class and give the correct answers. | * Teacher – Whole class/ groupwork * Teacher – Whole class/ individuals |
| 5’ | **Wrap up** |  |
| **Option 1**  **“Thumbs Up or Down” game**   * Show a phonics card one at a time and have students identify the sound or the word teacher says by putting their thumbs up or down.   E.g.   * Teacher: (hold up the nut phonics card) nose. * Students: (putting their thumbs down). * Teacher: nut. * Students: (putting their thumbs up). * Repeat the activity with other phonics cards. | * Teacher – Whole class/ individuals |
| **Option 2**  **“Mingle” game**   * Play some music and encourage students to dance or walk around. * Stop the music suddenly. When the music stops, each student finds a partner. * One student asks “What’s this?” and the other has to answer (E.g. It’s a (nut).) Then swap roles. * Play the music and continue in this way. | * Teacher – Whole class/ pair work |

**Date of teaching:** 08/11-11/11/2021

**Week:** 10

**Period: 19**

**UNIT 3: NUMBERS**

**Lesson 2**

1. **Objectives:**

After completing this lesson, students will be able to gain the following:

1. **Knowledge**

**Vocabulary:**

Consolidation

**Structures:**

Consolidation

1. **Language skills**

Practicing asking and answering the number of objects using the structure “*How many (circles) are there?*”

1. **Core competencies & Personal qualities**

* Building up interests and good habits in learning English
* Being collaborative and supportive in teamwork
* Building up responsive and independent-working characteristics to be a life-long learner

1. **Teaching aids:**

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

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

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Alphabet Line-up**   * Give each S an alphabet flashcard. * Play the Alphabet song and have the students skip around in a circle, singing along to the song. * Stop music at random points and the students have to line up in the correct alphabetical order according to their cards. | * Teacher – whole class |
| **Option 1:**  **“I spy” game**   * Divide the class into groups of five. * Have one student in each group says "I spy with my little eye, something beginning with letter (n)” .  The remain students try to guess the word (e.g. "nut"). * Continue with other students in each group. | * Teacher – Whole class/ groupwork |
| **Option 2:**  **"Touch" game**   * Divide the class into four teams. * Have one student from each team stand a distance from the board. * Stick some flashcards on the board. * Then the teacher says a letter or a word. (E.g. Please touch letter “N” three times!) * Have the students race to the board, touch that flashcard, and say the correct word. * The first student to touch the flashcard and say the word gets a point for their team. * Continue with other students. | * Teacher – Whole class/ groupwork |
| 25’ | **New lesson** |  |
|  | **5. Listen and repeat. (CD1 - Track 46)**   * Have students look at the pictures. * Point to the pictures and say the letters' sounds. * Play audio. Have students listen and repeat the letter sounds. * Have some students repeat the letter sounds. | * Teacher – whole class/ individuals |
|  | **6. Listen and point. (CD1 - Track 47)**   * Have students look at the pictures. * Demonstrate pointing to the correct letter when you hear the sound or word. * Play audio. Have students point to the correct picture at the top of the page when they hear the appropriate sound or word. * Have students work in pairs, practice pointing and saying the sounds or words. Swap roles. | * Teacher – Whole class/ pair work |
|  | **7. Circle the odd one out.**   * Have students look at the pictures and call out the words. * Demonstrate the activity using the example. * Have students look at the pictures and circle the odd one out. ( For excellent students, teacher can ask them why they choose the odd one out.) * Check answers as a whole class. | * Teacher – whole class/ individuals |
|  | **8. Play "Stepping stones”.**   * Divide the class into pairs. * Have Student A start at letter A and say the first letter sound or word. * Have Student B start at letter B and say the first letter sound or word. * Have students take turns saying the letter sounds or words as they go all the way around. | * Teacher – whole class/ pair work |
|  | **Workbook page 23**   * Have students open their workbooks, page 23.   *C. Listen and (√) the box. (WB 13)*   * Play audio and have students listen and tick the correct box.   *D. Look and write.*   * Set up time limit by 1minute timer bomb (source: <https://www.youtube.com/watch?v=vwqQPeeVM1s>). * Have students start reading and writing the letters. When the time ends by explosion students stop doing their exercises. * Have students change their workbooks together. * Check understanding as a whole class and give the correct answers for part C and D. | * Teacher – whole class/ individuals |
| 5’ | **Wrap up** |  |
| **Option 1**  **“Concentration” game**   * Divide the class into four teams. * Prepares many cards, some have letters (n, o, p, q) on their backs, some have the words on their backs. * Stick prepared cards on the board (stick which card has letter on one side and which card has word on the other side) and don’t allow students see their backs. * Students take turns in turning over 2 cards (saying the cards aloud). If the cards match, then the student keeps the cards. If the cards are different, the student sticks the cards back on the board in their original places. * Continue with other students. * The team that gets the most cards wins. | * Teacher – Whole class/ groupwork |
| **Option 2**  **"Bingo" game**   * Divide the class into groups of five. * Write all words on the board (nut, nose, nine, orange, octopus, pen, penguin, pink, queen, question) * Have students choose nine words on the board and write them down on their piece of paper. * One student read the words aloud. * Tell the students that any time his/her friend reads a word that they have written down, they can cross out that word. * When one student has crossed out three words in a vertical or horizontal or diagonal line, then, shouts "Bingo!". | * Teacher – Whole class/ groupwork |
|  |

**Date of teaching:** 08/11-11/11/2021

**Week:**  10

**Period: 20**

**UNIT 3: NUMBERS**

**Lesson 3**

1. **Objectives:**

After completing this lesson, students will be able to gain the following:

1. **Knowledge**

**Vocabulary:**

sixteen, seventeen, eighteen, nineteen, twenty

**Structures:**

There are (sixteen) (triangles).

1. **Language skills**

Talk about the number of objects using the structure “*There are (sixteen) (triangles).*”

1. **Core competencies & Personal qualities**

* Building up interests and good habits in learning English
* Being collaborative and supportive in teamwork
* Building up responsive and independent-working characteristics to be a life-long learner

1. **Teaching aids:**

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

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

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Alphabet Wave**   * Divide the a-z flashcards among all your students. * Put students in a line and play the ABC song.  As it plays each student must hold up their corresponding alphabet flashcard. | * Teacher – whole class |
| **Option 1:**  **"Pictionary" game**   * Divide the class into teams. * Have a student from each team stand at the board with a marker, a piece of chalk and tell them something to draw, e.g. "octopus" * Have teams try to guess what the student from their team is drawing. * Give the first team to guess correctly one point. * Repeat with different students. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
| **Option 2:**  **“Musical Flashcards” game**   * Divide the class into four teams. * Each team stands in a line. * The first student in each line comes to the front. * Play some music and the students walk around some flashcards in a circle. * When the music stops, teacher says a letter or a word (E.g. “queen”) and the students must race to pick up that card. * The first student who picks up the flashcard and say correctly then gets one point for his/her team. * Continue with other students. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
|  | **New lesson** |  |
| 25’ | **A. Listen and point. Repeat. (CD1 - Track 48)**   * Arrange the flashcards on the board, play audio, and point to each flashcard. * Play audio again and have students point to the numbers in their books. * Play audio again and have students listen and repeat.   **Option 1**  **"Guess" game**   * Arrange the flashcards on the board and write a number under each card. * Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking. * Call out a number and have students take turns to guess the face-down card. Turn the card over after each guess.   **Option 2**  **“Yell it” game**   * Have students close their eyes and turn their backs so they can't see what you are doing. * Take a flashcard or a picture and hide it somewhere in the classroom (behind a curtain, on a chair, under a book, etc). * Shout "Go!" and have students race around the classroom looking for that flashcard or picture. The student that finds it yells it out and wins a point. | * Teacher – Whole class/ individuals * Teacher – whole class/ individuals * Teacher – whole class/ individuals |
|  | **B. 1. Listen and point. (CD1 – Track 49)**   * Have students call out the shapes they can see. * Have students listen and follow. * Play audio and demonstrate pointing. * Play audio. Have students listen and point. * Have students work in pairs, one says the sentences and one points to the correct pictures. Swap roles.   **2. Listen and repeat. (CD1 - Track 50)**   * Have students look at the useful language box. * Play audio. Have students listen to the useful language. * Have students practice the useful language. | * Teacher – Whole class/ pair work * Teacher – Whole class |
|  | **C. Play “Stepping stones”.**   * Divide the class into pairs. * Have Student A start at A and say the first sentence. * Have Student B start at B and say the first sentence. * Have students take turns saying the sentences as they go all the way around.   **Workbook page 24**   * Have students open their workbooks, page 24.   *A. Draw lines.*   * Have students look at the numbers, read the words, then draw lines. * Check understanding and give the correct answers as a whole class.   *B. Look, read, and circle.*   * Have students look at the numbers, read the words and circle the correct one. * Check understanding and give the correct answers as a whole class. | * Teacher – Whole class/ individuals/ pair work * Teacher – Whole class/ individuals |
| 5’ | **Wrap up** |  |
| **Option 1**   * Have students work in groups of five. * Give each group a blank sheet of paper and have them draw their own picture, using shapes to draw. * When they finish their drawing, stick it on the board and have the other groups make sentences about it. *E.g.* *There are sixteen squares.* | * Teacher – Whole class/ groupwork |
| **Option 2**  **"Pass the card" game**   * Divide the class into four teams. * Have students from each team stand in a line. * Have the teacher prepares cards from 16 to 20. * Give the first student of each team a card and say "Go." * The students say the corresponding words and pass the cards over their heads to the ones behind them. * Have teams continue the game until their card reaches the last person. * The last student in each line races to hand their card to the teacher and says the word. * Give the first team to name their card correctly one point. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |

**Date of teaching:** 08/11-11/11/2021

**Week:**  10

**Period: 20**

**UNIT 3: NUMBERS**

**Lesson 3**

1. **Objectives:**

After completing this lesson, students will be able to gain the following:

1. **Knowledge**

**Vocabulary:**

sixteen, seventeen, eighteen, nineteen, twenty

**Structures:**

There are (sixteen) (triangles).

1. **Language skills**

Talk about the number of objects using the structure “*There are (sixteen) (triangles).*”

1. **Core competencies & Personal qualities**

* Building up interests and good habits in learning English
* Being collaborative and supportive in teamwork
* Building up responsive and independent-working characteristics to be a life-long learner

1. **Teaching aids:**

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

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

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Alphabet Wave**   * Divide the a-z flashcards among all your students. * Put students in a line and play the ABC song.  As it plays each student must hold up their corresponding alphabet flashcard. | * Teacher – whole class |
| **Option 1:**  **"Pictionary" game**   * Divide the class into teams. * Have a student from each team stand at the board with a marker, a piece of chalk and tell them something to draw, e.g. "octopus" * Have teams try to guess what the student from their team is drawing. * Give the first team to guess correctly one point. * Repeat with different students. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
| **Option 2:**  **“Musical Flashcards” game**   * Divide the class into four teams. * Each team stands in a line. * The first student in each line comes to the front. * Play some music and the students walk around some flashcards in a circle. * When the music stops, teacher says a letter or a word (E.g. “queen”) and the students must race to pick up that card. * The first student who picks up the flashcard and say correctly then gets one point for his/her team. * Continue with other students. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
|  | **New lesson** |  |
| 25’ | **A. Listen and point. Repeat. (CD1 - Track 48)**   * Arrange the flashcards on the board, play audio, and point to each flashcard. * Play audio again and have students point to the numbers in their books. * Play audio again and have students listen and repeat.   **Option 1**  **"Guess" game**   * Arrange the flashcards on the board and write a number under each card. * Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking. * Call out a number and have students take turns to guess the face-down card. Turn the card over after each guess.   **Option 2**  **“Yell it” game**   * Have students close their eyes and turn their backs so they can't see what you are doing. * Take a flashcard or a picture and hide it somewhere in the classroom (behind a curtain, on a chair, under a book, etc). * Shout "Go!" and have students race around the classroom looking for that flashcard or picture. The student that finds it yells it out and wins a point. | * Teacher – Whole class/ individuals * Teacher – whole class/ individuals * Teacher – whole class/ individuals |
|  | **B. 1. Listen and point. (CD1 – Track 49)**   * Have students call out the shapes they can see. * Have students listen and follow. * Play audio and demonstrate pointing. * Play audio. Have students listen and point. * Have students work in pairs, one says the sentences and one points to the correct pictures. Swap roles.   **2. Listen and repeat. (CD1 - Track 50)**   * Have students look at the useful language box. * Play audio. Have students listen to the useful language. * Have students practice the useful language. | * Teacher – Whole class/ pair work * Teacher – Whole class |
|  | **C. Play “Stepping stones”.**   * Divide the class into pairs. * Have Student A start at A and say the first sentence. * Have Student B start at B and say the first sentence. * Have students take turns saying the sentences as they go all the way around.   **Workbook page 24**   * Have students open their workbooks, page 24.   *A. Draw lines.*   * Have students look at the numbers, read the words, then draw lines. * Check understanding and give the correct answers as a whole class.   *B. Look, read, and circle.*   * Have students look at the numbers, read the words and circle the correct one. * Check understanding and give the correct answers as a whole class. | * Teacher – Whole class/ individuals/ pair work * Teacher – Whole class/ individuals |
| 5’ | **Wrap up** |  |
| **Option 1**   * Have students work in groups of five. * Give each group a blank sheet of paper and have them draw their own picture, using shapes to draw. * When they finish their drawing, stick it on the board and have the other groups make sentences about it. *E.g.* *There are sixteen squares.* | * Teacher – Whole class/ groupwork |
| **Option 2**  **"Pass the card" game**   * Divide the class into four teams. * Have students from each team stand in a line. * Have the teacher prepares cards from 16 to 20. * Give the first student of each team a card and say "Go." * The students say the corresponding words and pass the cards over their heads to the ones behind them. * Have teams continue the game until their card reaches the last person. * The last student in each line races to hand their card to the teacher and says the word. * Give the first team to name their card correctly one point. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |

**Date of teaching:** 15/11-18/11/2021

**Week:**  11

**Period: 21**

**UNIT 3: NUMBERS**

**Lesson 3**

1. **Objectives:**

After completing this lesson, students will be able to gain the following:

1. **Knowledge**

**Vocabulary:**

Consolidation

**Structures:**

Excuse me, please.

1. **Language skills**

Use the imperative expression to show basic requests

1. **Core competencies & Personal qualities**

* Building up interests and good habits in learning English
* Being collaborative and supportive in teamwork
* Building up responsive and independent-working characteristics to be a life-long learner

1. **Teaching aids:**

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

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

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing “Number song 1-20”**  (source: https://www.youtube.com/watch?v=D0Ajq682yrA) | * Teacher – Whole class |
| **Option 1:**  **"What is missing?" game**   * Divide the class into four teams. * Place all the number flashcards from 16 to 20 in wrong order on the board. * Have students from the teams close their eyes. * Remove one number. * Students have to remember and say the missing number. * Give the first team to guess correctly one point. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
| **Option 2:**  **“Racing” game**   * Divide the class into four teams. * Have each team stands in a line. * Have the teacher prepares some cards and writes down numbers on one side and things/objects on the other side, then put them into the box. * Have the teacher picks one card from the box. * Have the first student in each line run to the board and write the sentence. (E.g. There are (eighteen) (squares).) * Give the first team to write correctly one point. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
|  | **New lesson** |  |
| 25’ | **D. 1. Listen and read. (CD1 – Track 51)**   * Introduce the situation at different places and let the students know when we will use “ Excuse me, please.” * Have students call out the people they can see. * Play audio and have students listen and read. * Ask some students repeat the sentence.   **2. Listen and repeat. (CD1 - Track 52)**   * Have students look at the useful language box. * Play audio. Have students listen to the useful language. * Have students practice the useful language. | * Teacher – Whole class/ individuals * Teacher – Whole class/ individuals |
|  | **E. Role-play.**   * Divide the class into pairs. * Have students practice the dialogue. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class. * Imagine more situations and ask the students to practice saying “ Excuse me, please.”   **Sing the song “I’m sorry Excuse me”**  (source: <https://www.youtube.com/watch?v=QufK96vZ5HY>)   * Play the song then have students watch and sing along. | * Teacher – Whole class/ pair work * Teacher – Whole class |
|  | **Workbook page 25**   * Have students open their workbooks page 25.   *C. Listen and circle. (WB 14)*   * Have students identify all pictures and guess the answers could be. * Play audio. Have students listen and circle. * Play audio again. Have students listen again and check. * Check understanding and give the correct answers as a whole class.   *D. Read, count, and write.*   * Have students look at the pictures, count the objects and read the sentences with missing words. Have them try to complete these. * Check understanding and give the correct answers to the students.   *E. Look and write.*   * Have students look at the pictures and read the sentences with missing words. Have them try to complete these. * Check understanding and give the correct answers to the students. | * Teacher – Whole class/ individuals |
| 5’ | **Wrap up** |  |
| **Option 1**  **“Pass the ball” game**   * Give student a ball. * Have students listen to music and pass the ball. * Stop music. * Have the student with a ball make a sentence. E.g. Excuse me, please. | * Teacher – Whole class/ individuals |
| **Option 2**  **“Musical chair” game**   * Have students sit on their seats. * Play music and ask them to move around. * Take away one chair and suddenly stop music. * Have students sit on any chair. * The student who has no chair to sit on will say “Excuse me, please!”. | * Teacher – Whole class/ groupwork |

**Date of teaching:** 15/11-18/11/2021

**Week:**  11

**Period: 22**

**UNIT 4: ANIMALS**

**Lesson 1**

1. **Objectives:**

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

1. **Knowledge**

**Vocabulary:**

duck, goat, pig, cow

**Structures:**

What's that?

It's a (duck).

1. **Language skills**

To be able to ask and say what the animals presented are called in English.

1. **Core competencies & Personal qualities**

* Raising interests and good habits in learning English
* Building up an awareness of the living environment protection
* Practicing communicative skills through learning activities in classrooms
* Demonstrating team-working and problem-solving skills through learning activities in classrooms

1. **Teaching aids:**

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

**Students’ aids:** Student’s book, notebook, workbook.

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing Counting numbers (1-20) song**  (https://www.youtube.com/watch?v=D0Ajq682yrA) | * Teacher – whole class |
| **Option 1:**  **"Lucky number" game**   * Divide the class into four teams. * Have each team stand in a line. * Prepare some cards with points on their backs from 1 to 20 and put them in a box. * Have each student pick a card from the box and talk about the content of it, e.g. “There are seventeen triangles!” then get corresponding points for his/her team. * Continue with the other students. * The team that gets the most points win. | * Teacher – Whole class/ groupwork |
| **Option 2:**  **“Spin the Bottle” game**   * Divide the class into the groups of five. * Have students sit in a circle with a bottle in the middle. * One student spins the bottle. When it stops, the student who is pointed to has to say, “Excuse me, please!” then continue spinning the bottle. * Have students continue the game as the same way. | * Teacher – Whole class/ groupwork |
| 25’ | **New lesson** |  |
|  | **A. Listen and point. Repeat. (CD1 - Track 53)**   * Use some pictures to introduce the animals (duck, goat, pig, cow). * Have students listen to each new word. * Arrange the flashcards on the board, play audio, and point to each flashcard. * Play audio again and have students point to the numbers in their books. * Play audio again and have students listen to each new word and repeat all together and individually. Correct student’s pronunciation if necessary. * Have students work in pairs, one of them points to the picture in the book and the other says the word.   **Option 1:**  **"Word Tennis" game**   * Have one student come to the front and play with you. * Say a word from the lesson or unit, and pretend to hit a ball to the student. Have the student respond with another word and hit it back to you. Continue until someone repeats a word or can't go. * Divide the class into pairs and have them play with each other. * Have some pairs demonstrate the activity in front of the class.   **Option 2:**  **"Guessing" game**   * Arrange the flashcards on the board and write a number under each card. * Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking. * Call out a number and have students take turns to guess the face-down card. Turn the card around after each guess. | * Teacher – Whole class/ individuals/ pair work * Teacher – Whole class/ pair work * Teacher – Whole class/ individuals |
|  | **B. Listen and point. (CD1 – Track 54)**   * Have students look at the picture and identify the details of it. * Introduce the situation. * Play audio and have students look at the picture. * Demonstrate the activity by pointing to the new vocabulary items. * Play audio. Have students listen and point. * Have students work in groups of three. One is Sue, one is Bill and one listens to their friends then point. | * Teacher – Whole class/ individuals/ groupwork |
|  | **C. Sing. (CD1 – Track 55)**   * Have students turn to page 70. * Play audio and have students listen. * Read the lyrics and do actions following them. * Stick pictures of animals on the walls and have students work in pairs. One points and sings the question; one acts and sing the answer. * Play audio and have students listen, sing along, and do the actions. | * Teacher – Whole class/ individuals / pair work |
|  | **Workbook - page 26**   * Have students look at part A, B of page 26. * Set up time limit by 1 minute timer bomb (source: <https://www.youtube.com/watch?v=vwqQPeeVM1s>). * Have students start reading and doing all parts A, B. When the time is up, students stop doing their exercises. * Have students interchange their workbooks. * Check understanding as a whole class and give the correct answers. | * Teacher – Whole class/ individuals |
| 5’ | **Wrap up** |  |
| **Option 1:**  **Back - to - back dictation**   * Divide the class into pairs and have them sit back - to - back. Give each child a blank sheet of paper. * Have children draw their favorite animals. * Child A asks: “What’s that?”. Child B answers: “ It’s a……...” and child A writes down the name of that animal. Swap the roles. * Once finished, the two children compare the answers. | * Teacher – Whole class/ pair work |
| **Option 2:**  **“Follow the leader” game**   * Have students line up behind the teacher and follow him/her around the classroom. * Say a word about an animal and say its sound. * Have students copy the action and repeat the word. (E.g. a cow - moo) | * Teacher – Whole class |

**Date of teaching:** 22/11-25/11/2021

**Week:**  12

**Period: 23**

**UNIT 4: ANIMALS**

**Lesson 1**

1. **Objectives:**

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

1. **Knowledge**

**Vocabulary:** duck, goat, pig, cow

**Structures:**

What's that?

It's a (duck).

1. **Language skills**

To be able to ask and say what the animals presented are called in English.

1. **Core competencies & Personal qualities**

* Developing interests in learning English
* Developing communication skills through classroom activities
* Showing the courage to take initiative in a conversation or join an activity
* Developing the love for animals and protecting/ taking care of them

1. **Teaching aids:**

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

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

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing the song “ Old Mac Donald Had a Farm”.**  (source: https://www.youtube.com/watch?v=\_6HzoUcx3eo) | * Teacher – whole class |
| **Option 1:**  **"Flashcard walk" game**   * Divide the class into four teams. * Place flashcards/pictures on the classroom floor. * Have students from each team come up the front. * Play some music and have the students walk around the flashcards. * Stop the music and say a word. (E.g. a goat) * Have the students pick up the correct flashcard. * Give the first team to pick a correct flashcard one point. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
| **Option 2:**  **"Hot seat" game**   * Divide the class into four teams. * Have a student from each team sit on the chair facing the classroom with the board behind them. * Teacher writes a word (E.g. a cow) on the board. * Have the other students describe the animal without saying the name of it. * Give the first team to guess the word correctly one point. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
|  | **New lesson** |  |
|  | **D. Point, ask and answer.**  **Practice (optional).**   * Divide the class into two teams. * Show a flashcard to the class. * Have Team A ask the question and Team B answer. * Swap roles and repeat.   E.g.  (Teacher shows a flashcard "circle".)  • Team A: "What's that?"  • Team B: "It's a duck."  **Point, ask, and answer.**   * Divide the class into pairs. * Have Student A point to a picture and ask, have Student B answer. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class.   **Answer key**  1. What's that? It's a goat.  2. What's that? It's a bird.  3. What's that? It's a mouse.  4. What's that? It's a dog.  5. What's that? It's a cat.  6. What's that? It's a cow.  7. What's that? It's a duck.  8. What's that? It's a pig. | * Teacher – Whole class/ groupwork * Teacher – Whole class/ pair work |
|  | **E. Play the "Pretend" game.**   * Have students look at the example. * Have one student come to the front of the class. * Have that student pretend to be an animal silently and ask the question. * Have the other students try to guess the animal. * Have students swap roles and repeat. | * Teacher – Whole class/ individuals |
|  | **Workbook - page 27**  *C. Listen and number.*   * Have students identify the pictures of part C. * Guide them how to do the text. * Play audio. Have students listen and write the number in each box. * Play audio again. Have students listen and check. * Check understanding and correct mistake as a whole class.   *D. Look, read, and put a (√) or a (x).*   * Have students look, read and tick the correct box. * Teacher and students correct all the exercises. | * Teacher – Whole class/ individuals |
| 5’ | **Wrap up** |  |
| **Option 1:**  **Conversation line**   * Have students make two lines and stand face to face. * Each student uses a picture of an animal to ask his/ her friend.   E.g.  Student 1: What’s that ?  Student 2: It’s a…… | * Teacher – Whole class/ pair work |
| **Option 2:**  **“Throwing” game**   * Divide the class into four teams. * Divide the team into pairs. * Have each team stands in two lines. * Prepares some cards/pictures and sticks them on the board and the walls of the classroom. * When the teacher says “Go”, each pair runs to the board. One student throws a ball to the card/picture then asks his/her partner “What’s that?” and the other student answers. Swap roles and continue. * If they answer correctly, they will get those cards/pictures. * Continue with the other pairs. * The team that gets the most cards/pictures wins. | * Teacher – Whole class/ groupwork |

**Date of teaching:** 22/11-25/11/2021

**Week:**  12

**Period: 24**

**UNIT 4: ANIMALS**

**Lesson 2**

1. **Objectives:**

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

1. **Knowledge**

**Vocabulary:** rabbit, robot

**Letters:** Rr

1. **Language skills**

To be able to recognize the /r/ sounds.

Practice language skills – the structure “*What is that? – It’s a…*”

1. **Core competencies & Personal qualities**

* Raising interests and good habits in learning English
* Building up an awareness of the living environment protection
* Practicing communicative skills through learning activities
* Demonstrating team-working and problem-solving skills through learning activities

1. **Teaching aids:**

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

**Students’ aids:** Student’s book, notebook, workbook.

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing the song “Old Mac Donald Had a Farm”.**  (Source: https://www.youtube.com/watch?v=\_6HzoUcx3eo) | * Teacher – whole class |
| **Option 1:**  **“Pass the balls” game**   * Prepares some pictures/flashcards. * Give two different colored balls to two students, a red ball (ask the question) and a yellow ball (answer the question). * Have students listen to music and pass the balls. * Stop music suddenly. * Have the student with a red ball point at the flashcard /picture and make a question for the student who has yellow ball. * E.g. The student with the red ball will ask “What’s that?” The student with the yellow ball will answer his/ her friend’s question “It’s a (goat).” | * Teacher – Whole class/ pair work |
| **Option 2:**  **“Board Scramble” game**   * Divide the class into four teams. * Place flashcards / pictures on the board and give students ten seconds to memorize. * Swipe the flashcards / pictures over, then, scramble them but slow enough that students can see them. * Have students from four teams go to the board. * The teacher chooses one flashcard / picture and asks, “What’s that?” * The first student who answers correctly will get one point for his/her team. E.g. It’s a (bird). * The team that gets the most points win. | * Teacher – Whole class/ groupwork |
| 25’ | **New lesson** |  |
|  | **Sing the alphabet song.**   * Play the alphabet song and have students listen. * Play audio again and have students sing the song. * Put the flashcards on the board for the letters in red (A to R). * Point to each flashcard, call out the letter's name, and have students repeat.   **1. Listen and repeat. Trace. (CD1 - Track 56)**   * Play audio. Have students listen and repeat. * Demonstrate tracing the letters with your finger. * Have students trace the letters with their fingers. * Have some students demonstrate the activity in front of the class. | * Teacher – Whole class * Teacher – Whole class/ individuals |
|  | **2. Listen and repeat. Write. (CD1 - track 57)**   * Have students look at the pictures. * Demonstrate the activity. * Play audio. Have students point to the letter as they hear it. * Play audio again. Have students listen and repeat. * Have students trace and write the letters. * Have some students demonstrate the activity in front of the class. | * Teacher – Whole class/ individuals |
|  | **3. Sing. (CD1 – Track 58)**   * Play audio and have students listen. * Have students look at the lyrics. * Read the lyrics and do actions following them. * Play audio and have students listen, sing along, and do the actions. * Have students make a new verse with the word "robot" and sing along the same melody as the first one. | * Teacher – Whole class/ individuals |
|  | **4. Listen and jump. (CD1 - track 59)**   * Demonstrate the activity. * Have students stand up. * Have students jump when they hear the letter sound. | * Teacher – whole class/ individuals |
|  | **Workbook - page 28**   * Have students open their workbooks, page 28 . * Have them look at part A and B and think what they will do. * Set up time limit by 3 minutes timer bomb (source: <https://www.youtube.com/watch?v=ycIfThGcNuw>). * Have students start reading and doing parts A and B. When the time ends by explosion students stop doing their exercises. * Have students interchange their workbooks. * Check understanding as a whole class and give the correct answers. | * Teacher – Whole class/ individuals |
| 5’ | **Wrap up** |  |
| **Option 1:**  **"Body writing" game**   * Divide the class into teams. * Ask a student from one team to leave the classroom. * Give his or her team a flashcard and have them form the words with their bodies, using one letter per student. * Have the student who left the room return and try to read the word that his or her team is forming. * Give that team one point if it’s a correct guess. * Continue with the other teams. * The team that gets the most points win. | * Teacher – Whole class/ individuals/ groupwork |
| **Option 2:**  **"Magic finger" game**   * Divide the class into pairs. * Have Student A write a letter or a word with their finger on Student B's back. * Have Student B try to guess which letter or word it is. * Have students swap roles and repeat. | * Teacher – Whole class/ pair work |

**Date of teaching:** 29/11-02/12/2021

**Week:**  13

**Period: 25**

**UNIT 4: ANIMALS**

**Lesson 2**

1. **Objectives:**

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

1. **Knowledge**

**Vocabulary:** sea, sun

**Letters:** Ss

1. **Language skills**

To be able to recognize the /s/ sounds.

1. **Core competencies & Personal qualities**

* Developing interests in learning English
* Being aware of music rhythm and developing the love for music

1. **Teaching aids:**

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

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

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Alphabet Line-up**   * Give each students an alphabet flashcard. * Play the Alphabet song and have the students skip around in a circle, singing along to the song. * Stop music at random points and the students have to line up in the correct alphabetical order according to their cards. | * Teacher – whole class |
| **Option 1:**  **"Read my lips" game**   * Divide the class into groups of five. * One student says a letter or a word silently. (E.g. rabbit) * Have the other students try to guess what their friend said. * Have students continue the game as the same way. | * Teacher – Whole class/ groupwork |
| **Option 2:**  **"Magic finger" game**   * Divide the class into pairs. * Have Student A write a word or a letter with their finger on Student B's back. (E.g. r / rabbit) * Have Student B try to guess which letter or word it is. * Have students swap roles and repeat. | * Teacher – Whole class/ pair work |
| 25’ | **New lesson** |  |
|  | **5. Listen and repeat. Trace. (CD1 - Track 60)**   * Play audio. Have students listen and repeat. * Demonstrate tracing the letters with your finger. * Have students trace the letters with their fingers. * Have some students demonstrate the activity in front of the class. | * Teacher – Whole class/ individuals |
|  | **6. Listen and repeat. Write. (CD1 - Track 61)**   * Have students look at the pictures. * Demonstrate the activity. * Play audio. Have students point to the letter as they hear it. * Play audio again. Have students listen and repeat. * Have students trace and write the letters. * Have some students demonstrate the activity in front of the class. | * Teacher – Whole class/ individuals |
|  | **7. Sing. (CD1 – Track 62)**   * Play audio and have students listen. * Have students look at the lyrics. * Read the lyrics and do actions following them. * Play audio and have students listen, sing along, and do the actions. * Have students make a new verse with the word "sun" and sing along the same melody as the first one. | * Teacher – Whole class/ pair work |
|  | **8. Listen and clap. (CD1 - track 63)**   * Demonstrate the activity. * Have students stand up. * Have students clap when they hear the letter sound. | * Teacher – Whole class |
|  | **Workbook - page 29**   * Have students open their workbooks, page 23.   *C. Listen and circle. (WB 16)*   * Have students look at the pictures and guess the answers could be. * Play audio and have students listen and tick the correct box. * Check understanding as a whole class and give the correct answers to the students.   *D. Look and write.*   * Set up time limit by 1minute timer bomb (source: <https://www.youtube.com/watch?v=vwqQPeeVM1s>). * Have students start reading and writing the letters. When the time ends by explosion students stop doing their exercises. * Have students change their workbooks together. * Check understanding as a whole class and give the correct answers to the students. | * Teacher – Whole class/ individuals |
| 5’ | **Wrap up** |  |
| **Option 1**  **"Musical dictation" game**   * Divide the class into teams. * Have each team take out a pencil and a piece of paper. * Play some music and have teams pass their pencil from one student to the next within the group. * When the music stops, the students who have just received the pencil write down on their paper what the teacher has dictated to them (E.g. “sun”) * Give the first team to write the word/sentence correctly one point. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
| **Option 2**  **“Chalkboard Fun” game**   * Divide the class into 4 teams. * Each student takes out a small chalkboard, rag and a piece of chalk. * The teacher says a word or a letter then gives the students ten seconds to write down. (E.g. sea) * When the time is up, all the students hold up the chalkboards. * Give the team which has all the correct answers one point. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |

**Date of teaching:** 29/11-02/12/2021

**Week:**  13

**Period: 26**

**REVIEW 3**

1. **Objectives:**

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

1. **Knowledge**

**Vocabulary:** Consolidation

**Structures:** Consolidation

1. **Language skills**

To review talking about the number of objects and identifying animals

1. **Core competencies & Personal qualities**

* Building up interests and good habits in learning English
* Building up responsive and independent-working characteristics to be a life-long learner
* Presenting communicative skills through learning activities in classrooms
* Being collaborative and supportive in teamwork

1. **Teaching aids:**

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

**Students’ aids:** Student’s book, notebook, workbook.

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing the Phonics song**  (Source: https://www.youtube.com/watch?v=ffeZXPtTGC4) | * Teacher – whole class |
| **Option 1:**  **"Touch" game**   * Divide the class into four teams. * Have one student from each team stand a distance from the board. * Stick some flashcards on the board. * Says a letter or a word. (E.g. Please touch letter “S” three times!) * Have the students race to the board, touch that flashcard, and say the correct word. The first student to touch the flashcard and say the word gets a point for their team. * Continue with other students. | * Teacher – Whole class/ groupwork |
| **Option 2:**  **"Guess the word" game**   * Divide the class into four teams. * Write a word on the board with several or all letters missing. (E.g. \_ \_ \_ – sun) * Have each team take turns calling out a letter. * Add the missing letters to the word if correctly guessed. * Give that team one point if it’s a correct guess. * Continue until the students guess the word correctly. * The team that gets the most points win. | * Teacher – Whole class/ groupwork |
|  | **New lesson** |  |
| 25’ | **A. Listen and (√) the box. (CD1 - Track 64)**   * Have students look at the pictures and call out the animals and shapes they can see. * Play audio and demonstrate the activity using the example. * Play audio. Have students listen and tick the box * Have students change their books together. * Play audio again and check answers as a whole class. | * Teacher – Whole class/ individuals/ pair work |
|  | **B. Play “Magic Finger”.**   * Have students look at the example. * Divide the class into pairs. * Have Student A write a number with their finger on Student B's back and ask, e.g. “How many balls are there?” * Have Student B try to guess which number it is and answer, e.g. “Twelve balls.”. * Have students swap roles and repeat. | * Teacher – Whole class/ pair work |
|  | **“Mingle” game**   * Prepares some flashcards or pictures and sticks them on the board. * Play some music and encourage students to dance or walk around. * Stop music suddenly. Have each student find a partner. * One student points at one picture and asks, “How many birds are there?” and the other answers. * Have students swap roles. * Play music and continue in this way. | * Teacher – Whole class/ pair work |
|  | **Workbook - page 30**  *A. Look, read, and (√) the box.*   * Have students look at the pictures and read the words carefully, the put a tick or a cross into the correct box. * Check understanding and give the correct answers to the students.   *B. Listen and put a (√) or a (x). (WB 17)*   * Have students identify all pictures and guess the answers could be. * Play audio. Have students listen and put a tick or a cross. * Play audio again. Have students listen again and check their answers. * Check understanding and give the correct answers as a whole class.   *C. Look, write, and draw lines.*   * Have students look at the shapes, read the questions and answers, then match. * Check understanding and give the correct answers as a whole class. | * Teacher – whole class/ groupwork/ individuals |
| 5’ | **Wrap up** |  |
| **Option 1**  **“Cross the River”** game   * Place flashcards on floor in winding manner. * Each card represents a stepping stone in the river. Students must say a word/ a phrase/ a question/…. in order to step on it and cross the river. | * Teacher – Whole class/ individuals |
| **Option 2**  **"Inside the bag" game**   * Teacher prepares some cards (about 10 cards), writes out numbers on one side and things/objects on the other side, then, put them in four bags. Give each team a bag. * Divide the class into four teams. * Divide each team into pairs. * Have each pair come to the front of the class and choose a card from the bag. * Have one student asks, “How many (erasers) can you see?” and the other answers. Swap roles. * The first team to ask and answer correctly wins. | * Teacher – Whole class/ groupwork |

**Date of teaching:** 06/12- 09/12/2021

**Week:**  14

**Period: 27**

**REVIEW 4**

1. **Objectives:**

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

1. **Knowledge**

**Vocabulary:** Consolidation

**Structures:** Consolidation

1. **Language skills**

To review talking about the number of objects and identifying animals

1. **Core competencies & Personal qualities**

* Building up interests and good habits in learning English
* Building up responsive and independent-working characteristics to be a life-long learner
* Presenting communicative skills through learning activities in classrooms
* Being collaborative and supportive in teamwork

1. **Teaching aids:**

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

**Students’ aids:** Student’s book, notebook, workbook.

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing the song “Old Mac Donald Had a Farm”.**  (Source: https://www.youtube.com/watch?v=\_6HzoUcx3eo) | * Teacher – whole class |
| **Option 1:**  **“Ball Circle” game**   * Divide the class into groups of four. Each group sits in a circle. Give each group a ball. * Prepares some pictures then gives each group at least one picture. * One student points at the picture and asks, “How many …… are there?” and throws the ball to another student who answers. This student then asks, “How many …… are there?” and throws the ball to another student. * Continue until every student has had a turn. | * Teacher – Whole class/ groupwork |
| **Option 2:**  **"Memory" game**   * Divide the class into four teams. * Prepares some different pictures and place them on the board. * Give the students fifteen seconds to look at the pictures. * Remove one picture. Then the teacher will ask “How many (circles) are there?” * Students have to remember and answer. * Give the first team to answer correctly one point. * The team that gets the most points win. | * Teacher – Whole class/ groupwork |
|  | **New lesson** |  |
| 25’ | **A. Listen and circle (A or B). (CD1 - Track 65)**   * Have students look at the pictures and call out the animals they can see. * Play audio and demonstrate the activity using the example. * Play audio. Have students listen and circle A or B. * Play audio again and check answers as a whole class. | * Teacher – Whole class/ individuals |
|  | **B. Play “Board Race”.**   * Divide the class into teams and have one student from each team stand a distance from the board. * Stick two flashcards on the board and then say one of them. * Have the students race to the board, touch that flashcard and say the correct sentence. * The first student to touch the flashcard and say the sentence gets a point for their team. * Continue with other students. * The team that gets the most points win. | * Teacher – Whole class/ groupwork |
|  | **“Drawing” game**   * Divide the class into pairs. * One student draws an animal on a sheet of paper. * Then the partner answers the question. * Swap roles and repeat. * Go around the classroom while the students are doing the task to provide any necessary help.   E.g.   * Student 1: What's that? * Student 2: It’s a cow. | * Teacher – Whole class/ pair work |
|  | **Workbook - page 31**  *D. Look and write.*   * Have students look at the pictures and try to complete the words. * Check understanding as a whole class and give the correct answers to the students.   *E. Listen and circle. (WB 18)*   * Have students look at exercise D and identify the numbers and pictures. * Play audio. Have students listen and circle the correct animal. * Have students listen again and check the answers. * Check understanding as a whole class and give the correct answers to the students.   *F. Find and circle.*   * Have students look at the pictures, identify the animals, then find and circle the words. * Check understanding as a whole class and give the correct answers to the students. | * Teacher – whole class/ individuals |
| 5’ | **Wrap up** |  |
| **Option 1**  **Running dictation**   * Stick some pictures about animals on the walls in the class. * Have students work in pairs. One runs and find the pictures around him/ her, then turn back to his pair and tell what he/ she has seen. E.g.: I see two pigs. His/ Her friend write down the words he/ she has heard. E.g. two pigs. | * Teacher – Whole class/ pair work |
| **Option 2**  **"Stepping stones" game**   * Divide the class into four teams. * Draw a river with some stones across it on the board. * Have a symbol to represent each team. E.g., "rabbit", "sun" * Have teams play rock, paper, scissors to see which team goes first. * Place some flashcards or pictures about animals on the board. * The teacher points at one picture or flashcard and asks, “What’s that?”. * The student will answer. (E.g. It’s a rabbit.) * For each correct sentence, draw or attach the symbol of the corresponding team to a stone in the direction of the opposite side of the river. * The first team to cross the river wins the game. | * Teacher – Whole class/ groupwork |

**Date of teaching:** 06/12-09/12/2021

**Week:**  14

**Period: 28**

**UNIT 5: FREE TIME ACTIVITIES**

**Lesson 1**

1. **Objectives:**

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

1. **Knowledge**

**Vocabulary:**

soccer, tag, hopscotch, hide-and-seek

**Structures:**

Let's play (soccer).

OK

1. **Language skills**

To be able to suggest activities.

Identify and use vocabulary items about free time activities

1. **Core competencies & Personal qualities**

* Raising interests and good habits in learning English
* Building up responsive and independent-working characteristics to be a life-long learner
* Practicing communicative skills through learning activities
* Demonstrating team-working and problem-solving skills through learning activities

1. **Teaching aids:**

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

**Students’ aids:** Student’s book, notebook, workbook.

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing “What’s this? What’s that?” song**  (source: https://www.youtube.com/watch?v=UKNiCMrd3nU) | * Teacher – Whole class |
| **Option 1:**  **“Hot Potato” game**   * Prepare some pictures or flashcards and sticks them on the board. * Point to a picture and asks, “What’s that?” * Get a soft ball and throw it to a student. * He / She must answer then throw the ball to the other student which has to answer the following question. * Continue the game to the end. | * Teacher – Whole class/ individuals |
| **Option 2:**  **"Tic, tac, toe" game**   * Divide the class into groups of four with two pairs in each group. * Have pairs play rock, paper, scissors to see which pair goes first. * Have the winning pair chosen a space, then ask and answer using the picture (E.g. What’s that? – It’s a pig. / How many circles are there? – There are fifteen circles.) * Have the pair mark that space as theirs if they use the useful language correctly. * Have pairs take turns. * The pair that gets three spaces in a horizontal, vertical, or diagonal line wins the game. | * Teacher – Whole class/ groupwork |
| 25’ | **New lesson** |  |
|  | **A. Listen and point. Repeat. (CD1 - Track 66)**   * Use some pictures to introduce the new words (soccer, tag, hopscotch, hide and seek). Ask students if they know about the games and help them understand how to play. * Have students listen to each new word. * Arrange the flashcards on the board, play audio, and point to each picture in their books. * Play audio again and have students listen and repeat. * Have students work in pairs, one of them points to the picture in the book and the other says the word. | * Teacher – Whole class/ individuals/ pair work |
|  | **Option 1:**  **"Guess" game**   * Arrange the flashcards on the board and write a number under each card. * Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking. * Call out a number and have students take turns to guess the face-down card. Turn the card over after each guess. | * Teacher – Whole class/ individuals |
|  | **Option 2:**  **“Thumbs Up or Down” game**   * Show a card one at a time and have students identify the word / phrase teacher says by putting their thumbs up or down.   E.g.   * Teacher: (hold up the soccer card) tag * Students: (putting their thumbs down). * Teacher: tag * Students: (putting their thumbs up). * Repeat the activity with other cards. | * Teacher – Whole class |
|  | **B. Listen and point. (CD1 – Track 67)**   * Have students look at the picture and identify the details. * Introduce the situation*: “The children are playing together.”* * Play audio and have students look at the picture. * Demonstrate the activity by pointing to the new vocabulary items. * Play audio. Have students listen and point. | * Teacher – Whole class/ groupwork |
|  | **C. Sing. (CD1 – Track 68)**   * Have students turn to page 70. * Play audio and have students listen. * Read the lyrics and do actions following them. * Play audio and have students listen, sing along, and do the actions.   **"Pretend" game**   * Put flashcards in a bag. (soccer, tag, hopscotch, hide and seek) * Divide the class into four teams. * Have one student come to the front of the class and choose an action from the bag then do an action silently. * Have the other students try to guess the what the action is and call it out.   E.g. Play soccer.   * Give the first team to guess correct one point. * The team that gets the most points win. | * Teacher – whole class * Teacher – whole class/ groupwork |
|  | **Workbook - page 32**  *A. Look, read, and circle.*   * Have students identify the pictures and read the words. * Have students identify the pictures and read the words. * Ask students to call out the activity of picture number 1, then think and circle the correct words. This is an example. * Have students do the remains then compare their answers. * Check understanding as a whole class and give the correct answers to the students.   *B. Look and write.*   * Set up time limit by 1minute timer bomb (source: <https://www.youtube.com/watch?v=vwqQPeeVM1s>). * Have students start their work, try to complete the crossword. When the time ends by explosion students stop doing their exercises. * Have students change their workbooks together. * Check understanding as a whole class and give the correct answers to the students. | * Teacher – Whole class/ individuals/ pair work |
| 5’ | **Wrap up** |  |
| **Option 1:**  **Role play**   * Have students work in groups of six, practice the conversation in their books. * Have some groups demonstrate in front of the class? | * Teacher – Whole class/ groupwork |
| **Option 2:**  **"Simon says" game**   * Tell students they must only follow commands that start with "Simon says …" (E.g. Simons says play tag.) * Demonstrate the game by giving the students different commands. If the command starts with "Simon says …" students must do the action. If it doesn’t start with "Simon says …" students who do the action must sit down. * Have one student come to the front of the class to be "Simon". * Swap roles and repeat with a new "Simon". | * Teacher – Whole class/ individuals |

**Date of teaching:** 13/12-16/12/2021

**Week:**  15

**Period: 29**

**UNIT 5: FREE TIME ACTIVITIES**

**Lesson 1**

1. **Objectives:**

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

1. **Knowledge**

**Vocabulary:**

soccer, tag, hopscotch, hide and seek

**Structures:**

Let's play (soccer).

OK

1. **Language skills**

To be able to suggest activities.

Practice language skills – the structure “*Let’s ….*”

1. **Core competencies & Personal qualities**

* Raising interests and good habits in learning English
* Building up responsive and independent-working characteristics to be a life-long learner
* Practicing communicative skills through learning activities
* Demonstrating team-working and problem-solving skills through learning activities

1. **Teaching aids:**

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

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

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing Hopscotch with Numbers song**  ( source: <https://www.youtube.com/watch?v=aTB-6KlYPg8> ) | * Teacher – whole class |
| **Option 1:**  **"Flashcard walk" game**   * Divide the class into four teams. * Place flashcards (soccer, tag, hopscotch, hide and seek) on the classroom floor. * Have students from each team come up the front. * Play some music and have the students walk around the flashcards. * Stop the music and say a word. * Have the students pick up the correct flashcard then run to the board and write down (E.g. Let’s play (soccer).). * Give the first team to pick and write the correct number one point. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
| **Option 2:**  **"Board race" game**   * Divide the class into four teams and have one student from each team stand a distance from the board. * Stick some flashcards or write some words on the board, and then say one of them. * Have the students race to the board, touch that flashcard/word, and say the correct word. The first student to touch the flashcard and say the word gets a point for their team. * Continue with other students. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
|  | **New lesson** |  |
| 25’ | **“Guess” game**   * Divide the class into two teams. * Tell students some words that related to a game and have them guess what it is. * E.g. Teacher: counting 1,2,3..- hide, * Students: play hide and seek * The team guesses correctly will get one point.   **D. Point and say.**  **Practice (optional).**   * Divide the class into two teams. * Show a flashcard to the class. * Have Team A say the statement and Team B respond. * Swap roles and repeat.   E.g.  (Teacher shows a flashcard "tag".)  • Team A: "Let's play tag."  • Team B: "OK."  **Point and say.**   * Divide the class into pairs. * Have Student A point to a picture and Student B say a statement. Have Student A respond. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class.   **Answer key**  1. Let's play soccer. – OK.  2. Let's play tag. – OK.  3. Let's play hide and seek. – OK.  4. Let's play hopscotch. – OK. | * Teacher – Whole class/ groupwork * Teacher – Whole class/ groupwork * Teacher – Whole class/ pair work |
|  | **E. Play the "Chain" game.**   * Have students look at the example. * Divide the class into groups of four. * Have the students stand up. * Have Student A turn to Student B and say a statement, then have Student B respond. * Next, have Student B turn to Student C and say a statement, then have Student C respond. * Continue until all students have practiced. * Have some groups demonstrate the activity in front of the class. | * Teacher – Whole class/ groupwork |
|  | **Workbook - page 33**  *C. Listen and circle. (WB 19)*   * Have students look at exercise C, identify the numbers and pictures then guess the answers could be. * Play audio. Have students listen and circle the correct picture. * Have students listen again and check their answers. * Check understanding as a whole class and give the correct answers to the students.   *D. Look, read, and put a (√) or a (x).*   * Have students look at the pictures, read the sentences and tick the correct box, cross the remains. * Teacher and students correct all the exercises as a whole class. | * Teacher – Whole class/ individuals |
| 5’ | **Wrap up** |  |
| **Option 1**  **Conversation line**   * Have students make two lines and stand face to face. * Student 1 of the first line says, “Let’s play…..!” Then student 1 of the second line answers, “Ok./ Yeah, OK.” * Swap roles to the end of the lines. | * Teacher – Whole class/ pair work |
| **Option 2:**  **Unscramble the sentences.**   * Divide the class into groups of four. * Give each group a set of flashcards with wrong order sentences.   OK.  play  soccer.  Let’s  seek.  and  Let’s  play  hide  OK.  Let’s  play  tag.  play  OK.  Let’s  hopscotch.   * Give the students two minutes. * Have students arrange words to make sentences. * The first team with all the correct sentences wins. | * Teacher – Whole class/ groupwork |

**Date of teaching:** 13/12-16/12/2021

**Week:**  15

**Period: 30**

**UNIT 5: FREE TIME ACTIVITIES**

**Lesson 2**

1. **Objectives:**

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

1. **Knowledge**

**Vocabulary:**

tiger, top

**Letters:** Tt

1. **Language skills**

To review the /t/ sound.

Practice language skills – the structure “*Let’s…*”

1. **Core competencies & Personal qualities**

* Raising motivations in learning English
* Building up responsive and independent-working characteristics to be a life-long learner
* Practicing communicative skills through learning activities
* Demonstrating team-working and problem-solving skills through learning activities

1. **Teaching aids:**

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

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

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing “Hide- and-seek” song**  (Source: https://www.youtube.com/watch?v=Tt\_S9qoupAk) | * Teacher – Whole class |
| **Option 1:**  **“Chalkboard Fun” game**   * Divide the class into four teams. * Each student takes out a small chalkboard, rag and a piece of chalk. * The teacher prepares some flashcards or pictures and sticks them on the board. * The teacher points at the picture or flashcard then gives the students fifteen seconds to write down the sentences matching with the given word or flashcard. (E.g., Let’s play (soccer).) * When the time is up, all the students hold up the chalkboards. * Give the team which has all the correct answers one point. * The team that gets the most points win. | * Teacher – Whole class/ groupwork |
| **Option 2:**  **“Throwing” game**   * Divide the class into four teams. * Divide the team into pairs. * Have each team stands in two lines. * Prepare some cards/pictures and sticks them on the board. * When the teacher says “Go”, each pair runs to the board. * One student throws a ball to the card/picture then says his/her partner “Let’s play (tag).” and the other student has to respond “OK!”. Swap roles. | * Teacher – Whole class/ groupwork |
| 25’ | **New lesson** |  |
|  | **Alphabet Wave**   * Divide the a-z flashcards among all your students. * Put students in a line and play the ABC song.  As it plays each student must hold up their corresponding alphabet flashcard.   **1. Listen and repeat. (CD1 - Track 69)**   * Play audio. Have students listen and repeat. * Demonstrate tracing the letters with your finger. * Have students trace the letters with their fingers. * Have some students demonstrate the activity in front of the class. | * Teacher – Whole class * Teacher – Whole class/ individuals/ pair work |
|  | **2. Listen and repeat. Write. (CD1 - Track 70)**   * Have students look at the pictures. * Demonstrate the activity. * Play audio. Have students point to the letter as they hear it. * Play audio again. Have students listen and repeat. * Have students trace and write the letters. * Have some students demonstrate the activity in front of the class. | * Teacher – Whole class/ groupwork |
|  | **3. Sing. (CD1 - Track 71)**   * Play audio and have students listen. * Have students look at the lyrics. * Read the lyrics and do actions following them. * Play audio and have students listen, sing along, and do the actions. * Have students make a new verse with the word "top" and sing along the same melody as the first one. | * Teacher – Whole class |
|  | **4. Listen and clap. (CD1 - Track 72)**   * Demonstrate the activity. * Have students stand up. * Have students clap when they hear the letter sound. | * Teacher – Whole class |
|  | **Workbook - page 34**  *A. Trace the letters.*   * Have students look at part A read the instruction. * Set up time limit by 2 minutes timer (source: https://www.youtube.com/watch?v=BhY264aEZrQ). * Have students start doing their exercises. When the time ends by explosion students stop their work. * Check understanding as a whole class.   *B. Say the sounds. Color the correct shapes.*   * Have students look at the letters and the corresponding shapes. * Have students look at the phonics pictures and color the corresponding shapes. * Check understanding as a whole class. | * Teacher – Whole class/ individuals |
| 5’ | **Wrap up** |  |
| **Option 1**  **Spelling race**   * Divide the class into groups and give each group a set of letter cards * Say go. Children race to spell the word, using the letter cards. * Give one point to each pair that spells the word correctly. * Continue until all the words have been used. | * Teacher – Whole class/ groupwork |
| **Option 2**  **"Pass the card" game**   * Divide the class into four teams. * Have students from each team stand in a line. * Give the first student of each team a card and say "Go." * The students say the corresponding words and pass the cards over their heads to the ones behind them. * Have teams continue the game until their card reaches the last person. * The last student in each line races to hand their card to the teacher and says the word. * Give the first team to name their card correctly one point. * The team that gets the most points win. | * Teacher – Whole class/ groupwork |

**Date of teaching:** 20/12-23/12/2021

**Week:**  16

**Period: 31**

**UNIT 5: FREE TIME ACTIVITIES**

**Lesson 2**

1. **Objectives:**

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

1. **Knowledge**

**Letters:** Uu

**Vocabulary:**

umbrella, uncle

1. **Language skills**

To review the /ʌ/ sound.

1. **Core competencies & Personal qualities**

* To be interested in learning
* Actively joining in class activities
* Collaborative and supportive in teamwork

1. **Teaching aids:**

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

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

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Alphabet Line-up**   * Give each students an alphabet flashcard. * Play the Alphabet song and have the students skip around in a circle, singing along to the song. * Stop music at random points and the students have to line up in the correct alphabetical order according to their cards. | * Teacher – whole class |
|  | **Option 1:**  **“Hangman” game**   * Split the class into two teams. * Draw the hangman board and draw blank spaces ( e.g. \_ \_ \_ \_ \_) for the word the teacher wants them to guess. * Have each team guess a letter. If they guess it correctly then they get one point for each letter in the word. If they get it wrong then draw a head, body, 2 legs and 2 arms. * When the teacher draws all the parts of body the game is over and the teacher starts a new game. * The winner is the one with the most points at the end of the last puzzle. | * Teacher – Whole class/ groupwork |
|  | **Option 2:**  **"Touch" game**   * Divide the class into four teams. * Have one student from each team stand a distance from the board. * Stick some flashcards on the board. * Then the teacher says a letter or a word. (E.g. Please touch letter “T” three times!) * Have the students race to the board, touch that flashcard, and say the correct word. * The first student to touch the flashcard and say the word gets a point for their team. * Continue with other students. | * Teacher – Whole class/ groupwork |
| 25’ | **New lesson** |  |
|  | **5. Listen and repeat. Trace. (CD1 - Track 73)**   * Have students look at the pictures. * Point to the pictures and say the letters' sounds. * Play audio. Have students listen and repeat the letter sounds. | * Teacher – Whole class/ individuals |
|  | **6. Listen and repeat. Write. (CD1 - Track 74)**   * Have students look at the pictures. * Demonstrate pointing to the correct letter when you hear the sound or word. * Play audio. Have students point to the correct picture at the top of the page when they hear the appropriate sound or word. | * Teacher – Whole class |
|  | **7. Sing. (CD1 - Track 75)**   * Play audio and have students listen. * Have students look at the lyrics. * Read the lyrics and do actions following them. * Play audio and have students listen, sing along, and do the actions. * Have students make a new verse with the word "uncle" and sing along the same melody as the first one. | * Teacher – Whole class |
|  | **8. Listen and hop. (CD1 - Track 76)**   * Demonstrate the activity. * Have students stand up. * Have students hop when they hear the letter sound. | * Teacher – Whole class |
|  | **Workbook - page 35**  *C. Listen and number.*   * Have students identify the pictures of part C. * Guide them how to do the text. * Play audio. Have students listen and write the number in each box. * Play audio again. Have students listen and check. * Check understanding and correct mistake as a whole class.   *D. Look and write.*   * Have students look at the pictures and try to complete the words. * Check understanding as a whole class and give the correct answers to the students. | * Teacher – Whole class/ individuals |
| 5’ | **Wrap up** |  |
|  | **Option 1:**  **“I spy” game**   * Divide the class into groups of five. * Have one student in each group says "I spy with my little eye, something beginning with letter (U)” .  The remain students try to guess the word (e.g. "umbrella"). * Continue with other students in each group. | * Teacher – Whole class/ groupwork |
|  | **Option 2:**  **“Jump” game**   * Divide the class into four teams. * Have one student from each team stand a distance from the board. * Draw two big circles on the floor. Each circle has a letter (Tt, Uu) * Call out one word (E.g. tiger). * The students try to jump into the circle with the corresponding letter then say “/t/ tiger.”. * The winner is the student who jumps into the correct letter circle first. | * Teacher – Whole class/ groupwork |

**Date of teaching:** 20/12-23/12/2021

**Week:**  16

**Period: 32**

**UNIT 5: FREE TIME ACTIVITIES**

**Lesson 3**

1. **Objectives:**

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

1. **Knowledge**

**Vocabulary:**

ride my bike, read books, listen to music, eat snacks

**Structures:**

I (read books).

1. **Language skills**

To be able to talk about activities they do.

1. **Core competencies & Personal qualities**

* To be interested in learning
* Actively joining in class activities
* Collaborative and supportive in teamwork

1. **Teaching aids:**

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

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

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Alphabet Line-up**   * Give each students an alphabet flashcard. * Play the Alphabet song and have the students skip around in a circle, singing along to the song. * Stop music at random points and have the students line up in the correct alphabetical order according to their cards. | * Teacher – whole class |
| **Option 1:**  **"What is missing?" game**   * Divide the class into four teams. * Place some flashcards on the board. * Have students from the teams close their eyes. * Remove one of the flashcards. * Students have to remember and say the missing letter or word. * Give the first team to guess correct flashcard one point. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
| **Option 2:**  **“Concentration” game**   * Divide the class into four teams. * Prepare many cards, some have letter “t” or “u” on their backs, some have the word “tiger” or “umbrella” on their backs. * Stick prepared cards on the board (stick the cards which have letters on one side and the words on the other side) and don’t allow students see their backs. * Students take turns in turning over 2 cards (saying the cards aloud). * If the cards match, then the student keeps the cards. If the cards are different, the student sticks the cards back on the board in their original places. * Continue with other students. * The team that gets the most cards wins. | * Teacher – Whole class/ groupwork |
|  | **New lesson** |  |
| 25’ | **A. Listen and point. Repeat. (CD1 - Track 77)**   * Use some pictures to introduce the new words (ride my bike, read books, listen to music, eat snacks). * Have students listen to each new word. * Arrange the flashcards on the board, play audio, and point to each flashcard. * Play audio again and have students point to the pictures in their books. * Play audio again and have students listen and repeat. * Have students work in pairs, one of them points to the picture in the book and the other says the word. | * Teacher – Whole class/ individuals/ pair work |
|  | **Option 1:**  **“Guess” game**   * Arrange the flashcards on the board and write a number under each card. * Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking. * Call out a number and have students take turns to guess the face-down card. Turn the card over after each guess. | * Teacher – Whole class/ individuals |
|  | **Option 2:**  **“Matching” game**   * Divide the class into four teams. * Have students in each team stand in a line. * Write the vocabulary on the board. * Give students flashcards. * Have students hold the flashcards to match the vocabulary on the board and call out the vocabulary. * The first student to match the vocabulary correctly gets one point for his/her team. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
|  | **B. 1. Listen and point. (CD1 – Track 78)**   * Have students call out the activities they can see. * Have students listen and follow. * Play audio and demonstrate pointing. * Play audio. Have students listen and point.   **2. Listen and repeat. (CD1 - Track 79)**   * Have students look at the useful language box. * Play audio. Have students listen to the useful language. * Have students work in pairs and practice the useful language. | * Teacher – Whole class * Teacher – Whole class/ pair work |
|  | **C. Play the "Pretend" game.**   * Have students look at the example. * Have one student come to the front of the class. * Have that student do an action silently. * Have the other students try to guess the action. * Continue the game as the same way. | * Teacher – Whole class/ individuals |
|  | **Workbook - page 36**  *A. Read, trace, and draw lines.*   * Have students look at the pictures, read the activities, then trace the words and draw lines. * Check understanding as a whole class and give the correct answers to the students.   *B. Find and circle.*   * Have students look at the pictures, identify the pictures, then find and circle the words. * Check understanding as a whole class and give the correct answers to the students. | * Teacher – Whole class/ individuals |
| 5’ | **Wrap up** |  |
| **Option 1:**  **“Follow the leader” game**   * Have students line up behind the teacher and follow him/her around the classroom. * Do an action and shout out the word for that action. * Have students copy the action and repeat the word. (E.g. read books) | * Teacher – Whole class |
| **Option 2:**  **“Pass the bag” game**   * Prepare a bag which has pictures or flashcards inside. * Give a student a bag. * Play music and the student passes the bag to the student next to him/her and so on with the next student. * Stop music suddenly. * Students stop passing. * The student with a bag will pick up one picture inside and say a sentence that matches the picture. E.g. “I listen to music.” * Play music again and continue this game in the same way. | * Teacher – Whole class |

**Date of teaching:** 27/12-30/12/2021

**Week:**  17

**Period: 33**

**UNIT 5: FREE TIME ACTIVITIES**

**Lesson 3**

1. **Objectives:**

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

1. **Knowledge**

**Structures:**

Happy birthday.

Thank you.

Happy New Year.

Merry Christmas.

1. **Language skills**

To be able to say "Happy.../Merry..." on special occasions.

Ask and answer about free time activities

1. **Core competencies & Personal qualities**

* Raising interests in learning English
* Building up good habits and responsive and independent-working characteristics to be a life-long learner
* Building up intercultural communication competence through learning about the wishes on special occasions
* Practicing communicative skills through learning activities
* Demonstrating team-working and problem-solving skills through learning activities

1. **Teaching aids:**

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

**Students’ aids:** Student’s book, notebook, workbook.

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up** |  |
| **Option 1:**  **"Whispering" game**   * Divide the class into four teams. * Have students from each team stand in a line. * Prepare some pictures/flashcards. * Show a picture/flashcard to the first students in each line. * Have the first students whisper what he/she saw to the second students. * Have teams continue whispering until it reaches the last students. * The last student in the line has to run to the board and write a sentence with the word. (E.g. I read book.) * Give the first team to make a sentence correctly one point. * The last students change into the first students who starts whispering what he/she saw. * The team that gets the most points win. | * Teacher – Whole class/ groupwork |
| **Option 2:**  **"Stepping stones" game**   * Divide the class into four teams. * Draw a river with some stones across it on the board. * Have a symbol to represent each team. E.g., "star", "heart" * Have teams play rock, paper, scissors to see which team goes first. * Place some flashcards or write words on the board. * The student will say a sentence using a given flashcard or word. (E.g. I listen to music.) * For each correct sentence, draw or attach the symbol of the corresponding team to a stone in the direction of the opposite side of the river. * The first team to cross the river wins the game. | * Teacher – Whole class/ groupwork |
|  | **New lesson** |  |
| 25’ | **Songs :**  **We Wish You a Merry Christmas.**  (source: https://www.youtube.com/watch?v=hNkvV4PR-q0 )  **Happy Birthday**  (source: https://www.youtube.com/watch?v=90w2RegGf9w)   * Play the songs and have students listen to them. * Ask students if they know when do people sing these songs.   **D. 1. Listen and read. (CD1 – Track 80)**   * Introduce the situation: “The children are having different special occasions like birthday, Christmas and New Year.” * Have students call out the people and things they can see. * Play audio and have students listen and read. * Have some students repeat. Correct mistake if necessary.   **2. Listen and repeat. (CD1 - Track 81)**   * Have students look at the useful language box. * Play audio. Have students listen to the useful language. * Have students practice the useful language. | * Teacher – Whole class * Teacher – Whole class/ individuals * Teacher – Whole class/ individuals |
|  | **E. Role-play.**   * Divide the class into pairs. * Have students practice the dialogue. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class. | * Teacher – Whole class/ pair work |
|  | **Pass the ball**   * Ask the students to stand in a circle. * Give one student a ball. * Play music and have that student passes the ball to the one next to him/her and continue to pass in the circle. * Stop music. * Have the student with a ball say a sentence. E.g., Happy birthday. | * Teacher – Whole class/ individuals |
|  | **Workbook - page 37**  *C. Listen and circle.*   * Have students look at exercise C, look at the pictures and guess the answers could be. * Play audio. Have students listen and circle the correct pictures. * Have students listen again and check the answers. * Check understanding as a whole class and give the correct answers to the students.   *D. Look, read, and (√) the box.*   * Have students look at the pictures, read the words and tick the correct boxes. * Give the correct answers to the students. | * Teacher – Whole class/ individuals |
| 5’ | **Wrap up** |  |
| **Option 1:**  **Running dictation**   * Stick some pictures on the walls in the class. * Have students work in pairs. One runs and find the pictures around him/ her, then turn back to his pair and tell what he/ she has just seen. E.g Happy birthday. His/ Her friend writes down the words he/ she has just heard. | * Teacher – Whole class/ pair work |
| **Option 2:**  **“Musical chairs” game**   * Have students stay at their seats. * Play music and ask them to move around. * Take away two chairs and suddenly stop music. * Have students sit on any chairs. * The students who have no chairs to sit on will go to the board. * One student says, “Happy new year!” or “Merry Christmas!” and the other student responds “Thank you!” or says the same with his/her friend. Swap roles. * Continue the game in the same way. | * Teacher – Whole class/ pair work |

**Date of teaching:** 27/12-30/12/2021

**Week:**  17

**Period: 34**

**REVIEW (1st Semester)**

1. **Objectives:**

After completing this lesson, students will be able to:

* + - 1. **Language competence**

Review Unit 1 to Unit 5 to prepare for the 1st semester test

* + - 1. **Core competence**

- Build up interests and good habits in learning English

- Build up responsive and independent-working characteristics to be a long-life learner

- Be supportive and collaborative in team work

- Demonstrate problem-solving and communicative skills through learning activities

* + - 1. **Personal qualities**

- Build up respective attitudes to others in the community

- Build up spirits of the responsibility for family and the community

**II.Teaching aids:**

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

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

**III.Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  Song: Hello, how do you do?  (Source: <https://www.youtube.com/watch?v=0r9oD44HZzY>)  Sing and do the action together. | * Teacher – whole class |
| **Option 1:**  **“Chalkboard Fun” game**   * Divide the class into four teams. * Have each student take out a small chalkboard, rag and a piece of chalk. * The teacher picks up a card.   ( Cards: happy, sad, fine/Ok, great, scared, bored, hungry, thirsty)   * Give the students ten seconds to write down a word matching to the given picture. (E.g. hungry) * When the time is up, all the students hold up the chalkboards. * Give the team which has all the correct answers one point. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
| **Option 2:**  **“Card recall” game**   * Divide the class into pairs. * Have each student take out a chalkboard and a piece of chalk. * Have each student write down five words ( about feelings or shapes) and counts to ten, as he/she shows them to the partner then places the chalkboard face down. * The partner has to recall what the five words are. | * Teacher – Whole class/ pair work |
|  | **New lesson** |  |
| 25’ | * Give each student a worksheet.   **I. Look. What’s next? Write.**   * Have students look at the pictures and call out what they can see. * Demonstrate the activity using the example. * Have students guess and write what the following words. * Check answers as a whole class. | * Teacher – Whole class/ individuals |
|  | **II. Look. Read the words. Match.**   * Divide the class into pairs. * Have Student A call out the words. * Have Student B draw lines. * Swap roles. * Check answers as a whole class. | * Teacher – Whole class/ individuals/ pair work |
|  | **III. Read. Match.**   * Divide the class into pairs. * Have Student A ask questions. * Have Student B answer. Then match the questions and the answers. * Swap roles. * Have students work in pairs, take turns ask and answer the questions. | * Teacher – Whole class/ individuals/ pair work |
|  | **IV. Look. Write.**   * Divide the class into four groups. * Invite one student from each group to come to the board. * Explain that the four students are going to race to fill in the blanks. * The first student who finishes all the blanks correctly gets one point for his/her team. * Continue in the same way. * Have students complete their exercises in their worksheet. | * Teacher – Whole class/ individuals/ groupwork |
| 5’ | **Wrap up** |  |
| **Option 1**  **“Mystery words” game**   * Prepare some cards ( phonics / feelings/ numbers), then put them in a bag. * Divide the class into four teams. * The teacher chooses a card from the bag. Then, spells the word. * The first team to guess what the word is and make a sentence with the given word correctly gets one point. | * Teacher – Whole class/ groupwork |
| **Option 2**  **“Rope Jump” game**   * Arrange children into four groups. * Hold a rope at a height that the students should be able to jump over. * Invite a student from each group to stand on one side of the rope. * On the other side of the rope, put some objects or flashcards on the table. * Pick up one flashcard and ask a question. * The students have to jump over the rope, write down the answer and say out. * The team that gets the most point wins. | * Teacher – Whole class/ groupwork |

WORKSHEET

1. **Look. What’s next? Write.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| octopus | uncle | penguin | nut | rabbit | sea |

|  |  |  |  |
| --- | --- | --- | --- |
| https://lh3.googleusercontent.com/proxy/TrpoUgyJPBCNzezD2Dn6sWdEoeJ-nsmpcnGXmZCXMZkkLXT79b6MgY6sb0KY7E6nN59tLlHRaAwRQ4JOdKzX2Kl31TNn4j3VPTxXNyD5S8vNfTVh4LUC**1.** | https://t4.ftcdn.net/jpg/02/37/76/83/360_F_237768347_fNcYCBBz7lIuv1xbJ0iGRqZRMApnfpaA.jpg | https://lh3.googleusercontent.com/proxy/TrpoUgyJPBCNzezD2Dn6sWdEoeJ-nsmpcnGXmZCXMZkkLXT79b6MgY6sb0KY7E6nN59tLlHRaAwRQ4JOdKzX2Kl31TNn4j3VPTxXNyD5S8vNfTVh4LUC | nut  **…………………………..** |
| https://image.freepik.com/free-vector/bright-vector-illustration-colorful-juicy-orange-isolated-organic-citrus-fruit_126520-369.jpg**2.** | https://media.istockphoto.com/vectors/smiling-octopus-vector-id850110398?k=6&m=850110398&s=612x612&w=0&h=8dIrSzjnrwcOUjSYs4-PTxGdAyL2MV4IIdttSiONMTo= | https://image.freepik.com/free-vector/bright-vector-illustration-colorful-juicy-orange-isolated-organic-citrus-fruit_126520-369.jpg | **…………………………..** |
| https://cdn4.vectorstock.com/i/1000x1000/91/43/blue-pen-vector-1229143.jpg**3.** | https://fiverr-res.cloudinary.com/images/q_auto,f_auto/gigs/110638206/original/d2baa7c81eb1d2fd7243c886257823d2717d055c/draw-cute-cartoon-penguin-for-you.png | https://cdn4.vectorstock.com/i/1000x1000/91/43/blue-pen-vector-1229143.jpg | **…………………………..** |
| https://cdn5.vectorstock.com/i/1000x1000/39/44/cartoon-robot-isolated-on-a-white-background-vector-25753944.jpg**4.** | https://i.pinimg.com/originals/99/1c/6a/991c6a65099c731a52e926a8b6a5ddba.gif | https://cdn5.vectorstock.com/i/1000x1000/39/44/cartoon-robot-isolated-on-a-white-background-vector-25753944.jpg | **…………………………..** |
| https://cdn.pixabay.com/photo/2020/06/09/08/16/sun-5277491_1280.png**5.** | https://media.istockphoto.com/vectors/vector-cartoon-style-background-of-sea-shore-with-colorful-seashells-vector-id1166363553?k=6&m=1166363553&s=170667a&w=0&h=f92o9Bg6cfRhJTvz1RaEs0xuKXaO-RKE8JE-9HF2TEg= | https://cdn.pixabay.com/photo/2020/06/09/08/16/sun-5277491_1280.png | **…………………………..** |
| https://cdn4.vectorstock.com/i/1000x1000/47/58/a-blue-umbrella-vector-1854758.jpg**6.** | https://cdn1.vectorstock.com/i/1000x1000/79/30/business-man-cartoon-character-young-handsome-vector-14427930.jpg | https://cdn4.vectorstock.com/i/1000x1000/47/58/a-blue-umbrella-vector-1854758.jpg | **…………………………..** |

1. **Look. Read the words. Match.**

|  |
| --- |
| scared |
| hungry |
| thirsty |
| great |
| bored |







1. **Read. Match.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1.What’s your name? | ⁎ |  | ⁎ | a. I’m happy. |
| 2.How are you? | ⁎ |  | ⁎ | b. It’s a triangle. |
| 3.What shape is it? | ⁎ |  | ⁎ | c. Fifteen squares. |
| 4.How many squares are there? | ⁎ |  | ⁎ | c. My name’s Bill. |

1. **Look. Write.**



\_ \_ \_ \_ \_ \_

twelve

\_ \_ \_ \_ \_ \_ \_ \_

fourteen

\_ \_ \_ \_ \_ \_ \_

e l e v e n



sixteen

\_ \_ \_ \_ \_ \_ \_ \_ \_

eighteen

\_ \_ \_ \_ \_ \_ \_ \_ \_

\_ \_ \_ \_ \_ \_

**Date of teaching:** 03/01-06/01/2022

**Week:**  18

**Period: 35**

**REVIEW (1st Semester)**

1. **Objectives:**

After completing this lesson, students will be able to:

1. **Language competence**

Review Unit 1 to Unit 5 to prepare for the 1st semester test

**2. Core competence**

- Build up interests and good habits in learning English

- Build up responsive and independent-working characteristics to be a long-life learner

- Be supportive and collaborative in team work

- Demonstrate problem-solving and communicative skills through learning activities

**3. Personal qualities**

- Build up respective attitudes to others in the community

- Build up spirits of the responsibility for family and the community

**II.Teaching aids:**

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

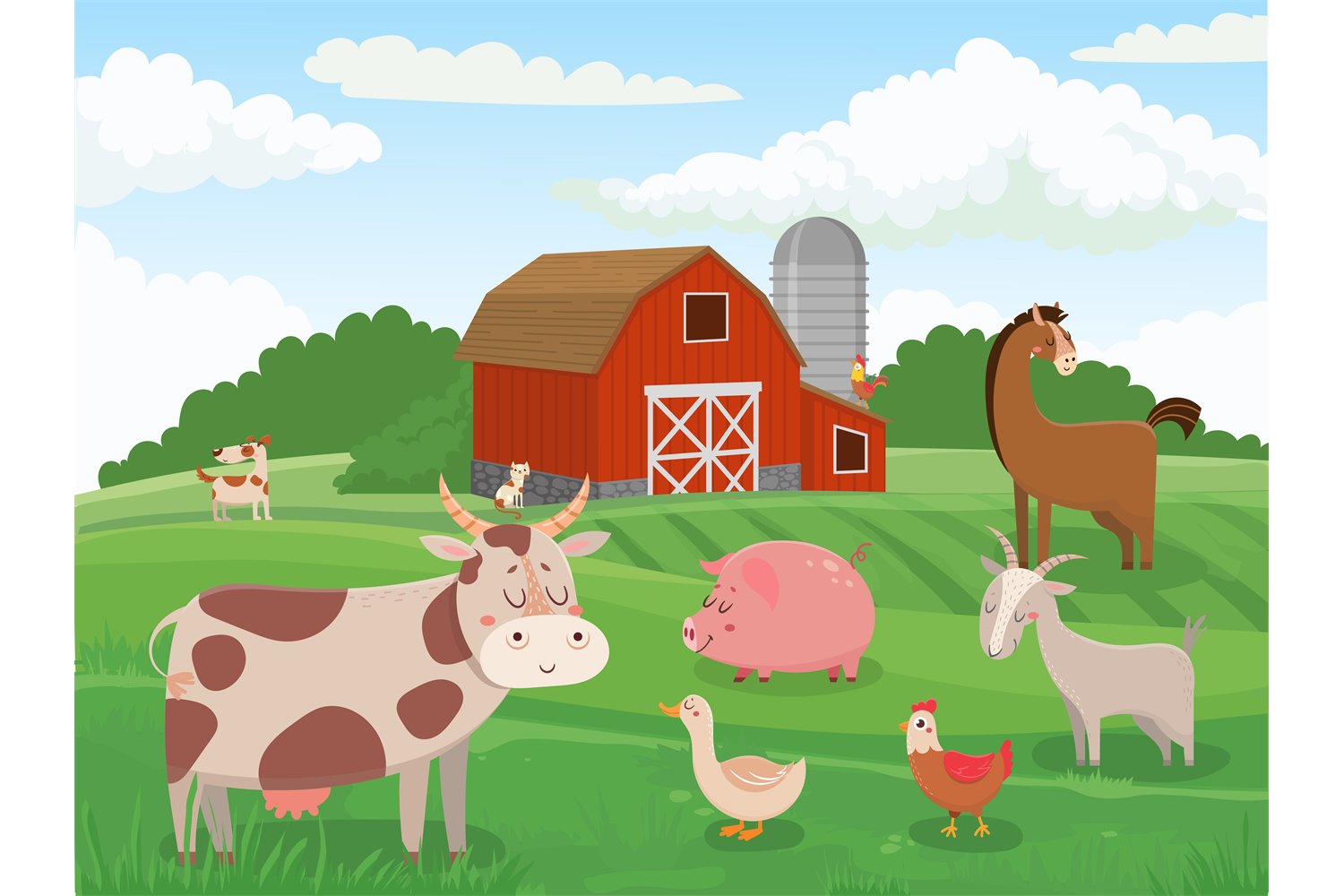
**Students’ aids:** Student books, notebooks, workbooks.

**III.Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  Sing the song “Old Macdonald Had a Farm”  (Source: Super Simple Song  https://www.youtube.com/watch?v=\_6HzoUcx3eo) | * Teacher – whole class |
| **Option 1:**  **"Hot seat" game**   * Divide the class into teams. * Have a student from each team sit on the chair facing the classroom with the board behind them. * Teacher writes a word on the board. E.g. cow * Have the other students describe the word. * Give the first team to guess correctly one point. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
| **Option 2:**  **“Asking race” game**   * Arrange the students into four lines * Invite one student from each team come to the board. * Give four students the same amount of cards. * The students who received the cards have to show cards to his/her friends and ask questions about the given cards. (E.g. What shape is it?) * The first student in a line answers the first question. If his/her answer is correct, he/she will get that card from his/her friend then run to the bottom of the line. * The second student answers the second question and so on. * The first team that finishes asking and answering wins. | * Teacher – Whole class/ pair work |
|  | **New lesson** |  |
| 25’ | **I. Look. Draw lines.**   * Have students look at the pictures and call out what they can see. E.g. In the picture I can see a cow. * Demonstrate the activity using the example. * Have students draw lines from the words to the correct pictures.. * Check answers as a whole class. | * Teacher – Whole class/ individuals |
|  | **II. Look. Read. Circle.**   * Divide the class into pairs. * Have Student A ask the question. * Have Student B answer then circle the correct picture. * Swap roles. * Check answers as a whole class. | * Teacher – Whole class/ individuals/ pair work |
|  | **III. Listen. Number the pictures.**   * Have students identify all pictures. * Explain the activity. * Play audio. Have students listen and number. * Play audio again. Have students listen and check their answers. * Check answers as a whole class.   *Transcript*   1. Minh is sad. 2. There are seventeen circles. 3. It’s a tiger. 4. Let’s play tag. | * Teacher – Whole class/ individuals |
|  | **IV. Look. Read. Complete the sentences.**   * Divide the class into four groups. * Explain the activity. * Set up time limit by 5 minutes timer bomb (source: <https://www.youtube.com/watch?v=btRHJ3PGnV0>). * Have students start reading and writing to complete their tasks. When the time ends by explosion students stop doing their exercises. * Check answers as a whole class and give stickers for the team that has the most correct sentences. | * Teacher – Whole class/ individuals/ groupwork |
| 5’ | **Wrap up** |  |
|  | **Option 1**  **“Words” game**   * Divide the class into four teams. * Invite one student from each team to come to the board. * The teacher prepares some flashcards or pictures and sticks them on the board. * Give students one minute. * Each student tries to call out as many words as possible. * When the time is up, the student who says the most words gets one point for his/her team. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
| **Option 2**  **“Speak Button Game” game**   * Divide the class into four groups. * Invite one student from each group to come to the board. * Explain that the four students are going to race to answer. * Draw a circle on the board and write the words 'Speak Button' inside the circle. * The teacher shows up a flashcard and asks a question. * The students run to the board and race to touch the speak button. The first student who touches the button answers the question. If he/she answers correctly, he/she gets one point for his/her team. * Continue in the same way. | * Teacher – Whole class/ groupwork |

1. **Look. Read. Draw lines.**

|  |  |  |  |
| --- | --- | --- | --- |
| a pig | a cow | a goat | a duck |



1. **Look. Read. Circle.**

|  |  |  |
| --- | --- | --- |
| 1. What’s that?   It’s a duck. | https://image.freepik.com/free-vector/cute-duck-cartoon_160606-179.jpg | https://image.freepik.com/free-vector/cute-cartoon-hen-isolated-white-background_160606-235.jpg |
| 1. What’s that?   It’s a cat. | https://fiverr-res.cloudinary.com/images/q_auto,f_auto/gigs/119509859/original/a4b4d447d4d4223232912ba81768f00177de6565/do-animal-dog-cat-pet-illustration-cartoon-caricature.png | https://cdn.shopify.com/s/files/1/2123/8425/products/63091473-LRG_45f12c7c-d44d-4eeb-bbd4-5b6d9aed89a3_1024x1024.jpg?v=1578662575 |
| 1. How many cats are there?   Three cats. | https://cdn.shopify.com/s/files/1/2123/8425/products/63091473-LRG_45f12c7c-d44d-4eeb-bbd4-5b6d9aed89a3_1024x1024.jpg?v=1578662575https://cdn.shopify.com/s/files/1/2123/8425/products/63091473-LRG_45f12c7c-d44d-4eeb-bbd4-5b6d9aed89a3_1024x1024.jpg?v=1578662575https://cdn.shopify.com/s/files/1/2123/8425/products/63091473-LRG_45f12c7c-d44d-4eeb-bbd4-5b6d9aed89a3_1024x1024.jpg?v=1578662575 | https://cdn.shopify.com/s/files/1/2123/8425/products/63091473-LRG_45f12c7c-d44d-4eeb-bbd4-5b6d9aed89a3_1024x1024.jpg?v=1578662575https://cdn.shopify.com/s/files/1/2123/8425/products/63091473-LRG_45f12c7c-d44d-4eeb-bbd4-5b6d9aed89a3_1024x1024.jpg?v=1578662575 |

1. **Listen. Number the pictures.**

|  |  |
| --- | --- |
| https://www.publicdomainpictures.net/pictures/50000/velka/green-dots.jpg | https://cdn4.vectorstock.com/i/1000x1000/11/58/sad-kid-emotion-vector-20551158.jpg |
| https://st4.depositphotos.com/1651243/26778/v/600/depositphotos_267781162-stock-illustration-preschool-girl-running-fast-and.jpg | https://cdn1.vectorstock.com/i/1000x1000/02/60/cartoon-tiger-isolated-on-white-background-vector-27900260.jpg  1 |

1. **Look. Read. Complete the sentences.**

|  |  |  |
| --- | --- | --- |
| eat snacks | play soccer | play hide and seek |
| play tag | listen to music | play hopscotch |

|  |  |
| --- | --- |
| https://image.freepik.com/free-vector/happy-cute-little-kid-boy-girl-play-hopscotch_97632-1971.jpg  play hopscotch | https://i.pinimg.com/originals/bf/8f/c7/bf8fc7dc5fdbd5e12a207d068e20e1a2.jpg |
| Let’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . | Let’s\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . |
| https://image.freepik.com/free-vector/happy-kid-eating_97632-771.jpg | https://i.pinimg.com/736x/e4/76/c1/e476c13ca698c7af826ed472dddbff09.jpg |
| I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . | Let’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . |
| https://static.vecteezy.com/system/resources/previews/000/913/545/non_2x/little-kids-celebrating-championship-win-vector.jpg | https://image.freepik.com/free-vector/illustration-happy-cute-girl-listen-music_97632-1470.jpg |
| Let’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . | I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . |

**Date of teaching:** 10/01-13/01/2022

**Week:**  19

**Period: 37**

**UNIT 6: AROUND TOWN**

**Lesson 1**

1. **Objectives:**

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

1. **Knowledge**

**Vocabulary:**

zoo, beach, park, playground

**Structures:**

I want to go to the (zoo).

1. **Language skills**

To be able to say where the students want to go.

Identify and use vocabulary items about places

1. **Core competencies & Personal qualities**

* Being interested in learning about different places in town
* Building up good habits and responsive and independent-working characteristics to be a life-long learner
* Building up an awareness of the living environment protection
* Practicing communicative skills through learning activities
* Being collaborative and supportive in teamwork

**II.IIITeaching aids:**

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

**Students’ aids:** Student’s book, notebook, workbook.

**III.Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  Sing “Hopscotch with Numbers” song  ( source: <https://www.youtube.com/watch?v=aTB-6KlYPg8> ) | * Teacher – whole class |
| **Option 1:**  **Conversation line**   * Have students make two columns and stand face to face. * Student 1 of the first line says, “Let’s play…..!” Then student 1 of the second line answers, “Ok./ Yeah, OK.” * Swap roles to the end of the lines. | * Teacher – Whole class/ pair work |
| **Option 2:**  **“Concentration” game**   * Divide the class into four teams. * Prepare many cards, some have pictures at the back, some have the sentences at their back. * Stick the cards on the board (stick the card has picture on one side and card with the sentence on the other side) and don’t allow students see the back of the card. * Students take turns in turning over 2 cards (saying the cards aloud). (E.g. Happy New Year.) * If the cards match, then the student keeps the cards. If the cards are different, the student sticks the cards back on the board in their original places. * Continue with other students. * The team that gets the most cards win. | * Teacher – Whole class/ groupwork |
| 25’ | **New lesson** |  |
|  | **A. Listen and point. Repeat. (CD2 - Track 01)**   * Use some pictures to introduce the new words (zoo, beach, park, playground ). Ask students if they know these places. * Have students listen to each new word. * Arrange the flashcards on the board, play audio, and point to each flashcard. * Play audio again and have students point to the numbers in their books. * Play audio again and have students listen and repeat. * Have students work in pairs, one of them points to the picture in the book and the other says the word. | * Teacher – Whole class/ individuals/ pair work |
|  | **Option 1:**  **"Heads up. What's missing?" game**   * Divide the class into two teams. * Arrange the flashcards on the board and remove one card when students are not looking. * One student from each team calls out the missing flashcard. | * Teacher – Whole class/ groupwork |
|  | **Option 2:**  **"Guess" game**   * Arrange the flashcards on the board and write a number under each card. * Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking. * Call out a number and have students take turns to guess the face-down card. Turn the card over after each guess. | * Teacher – Whole class |
|  | **B.**  **1. Listen to the story. (CD2 – Track 02)**   * Introduce the situation. E.g. The students are at home and they think about their weekend. * Have students call out the things they can see. * Play audio and have students listen and read.   **2. Listen and number. (CD2 – Track 03)**   * Play audio and demonstrate the activity using the example. * Play audio and have students listen and number. * Play audio again and check answers as a whole class.   **Role play**   * Have students work in groups of three, practice the conversation in their books. * Have some groups demonstrate in front of the class. | * Teacher – Whole class/ individuals * Teacher – Whole class/ groupwork |
|  | **C. Sing. (CD2 – Track 04)**   * Have students turn to page 70. * Play audio and have students listen. * Read the lyrics and do actions following them. * Play audio and have students listen, sing along, and do the actions. | * Teacher – Whole class |
|  | **Workbook page 38**  *A. Look, read, and put a (√ ) or a (x).*   * Have students look at the pictures, read the words and tick the correct box, cross the remains. * Teacher and students correct all the answers as a whole class.   *B. Look, write, and draw lines.*   * Have students look at the words with missing letters and try to complete these. * Correct mistakes as a whole class. * Have students read the words and draw lines to the correct pictures. * Check students’ answers as a whole class. | * Teacher – Whole class/ individuals |
| 5’ | **Wrap up** |  |
| **Option 1**  **True or False” Line.**   * Put a line of tape on the floor and designate one side "True" and the other "False". * Hold up a flashcard/ picture and say its sentence. If students think the sentence, you have said is correct, they jump to the “True” side. And if not, they jump to the “False” side. * Students that jump to the wrong side are out of the game and sit down at their desks. | * Teacher – Whole class/ individuals |
| **Option 2**  **"Flashcard walk" game**   * Divide the class into four teams. * Place flashcards (zoo, beach, park, playground) on the classroom floor. * Have students from each team come up the front. * Play some music and have the students walk around the flashcards. * Stop the music and say a word. * Have the students pick up the correct flashcard then run to the board and write down (E.g. zoo). * Give the first team to pick and write the correct word one point. * The team that gets the most points win. | * Teacher – Whole class/ groupwork |

**Date of teaching:** 10/01-13/01/2022

**Week:**  19

**Period: 38**

**UNIT 6: AROUND TOWN**

**Lesson 1**

1. **Objectives:**

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

1. **Knowledge**

**Vocabulary:**

zoo, beach, park, playground

**Structures:**

I want to go to the (zoo).

1. **Language skills**

To be able to say where the students want to go.

Practice language skills – the structure “*I want to….”*

1. **Core competencies & Personal qualities**

* Being interested in learning about different places in town
* Building up good habits and responsive, independent-working characteristics to be a life-long learner
* Building up an awareness of the living environment protection
* Practicing communicative skills through learning activities
* Being collaborative and supportive in teamwork

**II.Teaching aids:**

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

**Students’ aids:** Student’s book, notebook, workbook.

**III.Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  Sing the song “The Wheels on the bus”  (source: <https://www.youtube.com/watch?v=e_04ZrNroTo&t=164s>)   * Students sing along and do the actions together. | * Teacher – whole class |
| **Option 1:**  **“Matching” game**   * Divide the class into four teams. * Have students in each team stand in a line. * Write the vocabulary on the board. * Give students flashcards. * Have students hold the flashcards to match the vocabulary on the board and speak out the vocabulary. * The first student to match the vocabulary correctly gets one point for his/her team. * The team that gets the most points win. | * Teacher – Whole class/ groupwork |
| **Option 2:**  **“Thumbs Up or Down” game**   * Divide the class into four groups. * Hold up a flashcard/object and say a sentence. (E.g. I want to go to the (zoo).) * If students think that sentence is correct then put their thumbs up, if not they put their thumbs down. * If all the students in the group are correct, give that group one point. * The group which has most points wins. | * Teacher – Whole class/ groupwork |
|  | **New lesson** |  |
|  | **D. Point and say.**  **Practice (optional).**   * Show a flashcard to the class. * Have students practice the structure using the new word. * Repeat with other flashcards.   E.g. (Teacher shows a flashcard "beach".)  • Class: " I want to go to the beach."  **Point, ask, and answer.**   * Divide the class into pairs. * Have Student A point to a picture and ask, have Student B say, e.g. "I want to go to the park.” * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class.   **Answer key**  1. I want to go to the park.  2. I want to go to the playground.  3. I want to go to the zoo.  4. I want to go to the beach. | * Teacher – Whole class/ individuals/ pair work |
|  | **E. Play the "** **Guess the picture" game.**   * Have students look at the example. * Divide the class into two teams. * Have a student stand facing away from the board and stick a flashcard on the board behind them. * Have the student try to guess without looking at the flashcard. * Give that team one point if it's a correct guess. * Have teams take turns. | * Teacher – Whole class/ groupwork |
|  | **"Whispering" game**   * Divide the class into four teams. * Have students from each team stand in a row. * Whisper a sentence (E.g., I want to go to the (park).) to the first students in each row. * Have the first students whisper the sentence to the second students. * Have teams continue whispering the sentence until it reaches the last students. * The last student in the row has to say out loud the sentence. * Give the first team to say the sentence correctly one point. * The team that gets the most points win.   **Workbook page 39**  *C. Listen and ( √) the box. (WB Track 22)*   * Have students look at part C, read the words and guess the answer could be. * Play audio and have students listen and tick the correct box. * Have students listen again and check.   *D. Look and write.*   * Set up time limit by 1minute timer bomb (source: https://www.youtube.com/watch?v=vwqQPeeVM1s). * Have students start reading and writing the letters. When the time is up students stop doing their exercises. * Have students change their workbooks together. * Check understanding as a whole class. | * Teacher – Whole class/ groupwork * Teacher – Whole class/ individuals |
| 5’ | **Wrap up** |  |
| **Option 1:**  **“Cross the River” game**   * Place flashcards on floor in winding manner. * Each card represents a stepping stone in the river. Students must say a word/ a phrase/ a question/…. in order to step on it and cross the river. | * Teacher – Whole class/ individuals |
| **Option 2:**  **"Inside the bag" game**   * Teacher prepares some cards, writes out some places on the back, then, put them in four bags. Give each team a bag. * Divide the class into four teams. * Have each student comes to the front of the class and chooses a card from the bag. Then, write out a sentence with a corresponding place. (E.g. I want to go to the (park).” * Continue with other students. * The first team to finish making the sentences with all the cards correctly wins. | * Teacher – Whole class/ groupwork |

**Date of teaching:** 17/01-20/01/2022

**Week:**  20

**Period: 39**

**UNIT 6: AROUND TOWN**

**Lesson 2**

**I. Objectives:**

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

1. **Knowledge**

**Vocabulary:** Consolidation.

1. **Language skills**

To be able to review the /r/ and /s/ sounds.

Make sentences about places in a town with the structure “*I want to*”

1. **Core competencies & Personal qualities**

* Being interested in learning how to pronounce letters r and s exactly.
* Building up good habits and responsive and independent-working characteristics to be a life-long learner
* Building up an awareness of the living environment protection
* Practicing communicative skills through learning activities
* Being collaborative and supportive in teamwork

**II.Teaching aids:**

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

**Students’ aids:** Student’s book, notebook, workbook.

**III.Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Alphabet Line-up**   * Give each students an alphabet flashcard. * Play the Alphabet song and have the students skip around in a circle, singing along to the song. * Stop music at random points and the students have to line up in the correct alphabetical order according to their cards. | * Teacher – whole class |
| **Option 1:**  **“Spin the Bottle” game**   * Divide the class into the group of five. * Have students sit in a circle with a bottle in the middle. * One student spins the bottle then points at one picture/flashcard. * When it stops, the student who is pointed to has to say “I want to go to the (zoo).” then spin the bottle. * Have students continue the game as the same way. | * Teacher – Whole class/ individuals |
| **Option 2:**  **"Stepping stones" game**   * Divide the class into four teams. * Draw a river with some stones across it on the board. * Have a symbol to represent each team. E.g. "star", "heart" * Have teams play rock, paper, scissors to see which team goes first. * Place some flashcards or pictures about family members on the board. * Make a sentence corresponding to the flashcard or picture. (E.g. I want to go to the (park).) * For each correct sentence, draw or attach the symbol of the corresponding team to a stone in the direction of the opposite side of the river. * The first team to cross the river wins the game. | * Teacher – Whole class/ groupwork |
| 25’ | **New lesson** |  |
|  | **1. Listen and repeat. (CD2 – Track 05)**   * Have students look at the pictures. * Point to the pictures and say the letters' sounds. * Play audio. Have students listen and repeat the letter sounds. * Have some students repeat the letters and say the words they can see through the letters. | * Teacher – Whole class/ individuals |
|  | **2. Listen and point. (CD2 – Track 06)**   * Have students look at the pictures. * Demonstrate pointing to the correct letter when you hear the sound or word. * Play audio. Have students point to the correct picture at the top of the page when they hear the appropriate sound or word. | * Teacher – Whole class |
|  | **3. Circle the letters.**   * Have students look at the pictures and call out the words. * Demonstrate the activity using the example. * Have students look at the letters and circle the correct beginning sounds. * Check answers as a whole class. | * Teacher – Whole class |
|  | **4. Play “Board race”.**   * Have students look at the example. * Divide the class into teams and have one student from each team stand a distance from the board. * Write two letters on the board and then say a word beginning with one of their sounds. * Have the students race to the board, touch that letter, and say the correct letter sound. * The first student to touch the letter and say the sound gets a point for their team. * Continue with other students and letters. | * Teacher – Whole class/ groupwork |
| 5’ | **Wrap up** |  |
| **Option 1**  **“Find It” game**   * Stick picture flashcards around the classroom. * Hold up a letter flashcard and have the students search around the room for an object or a picture beginning with that letter. (e.g. A - arm, B - book, C - clock). | * Teacher – Whole class/ individuals |
| **Option 2**  **“Patty Cake” game**   * Divide the class into pairs. * Have students sit facing each other. * The teacher says a word. (E.g. sea) * The students slap their knees once, clap their hands once, and then clap their partner’s hands once as they both say “/s/ /s/ sea”. * Continue doing the action for each of the two letters and words. | * Teacher – Whole class/ pair work |

**Date of teaching:** 17/01-20/01/2022

**Week:** 20

**Period: 40**

**UNIT 6: AROUND TOWN**

**Lesson 2**

1. **Objectives:**

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

1. **Knowledge**

**Vocabulary:** Consolidation.

1. **Language skills**

To be able to review the /t/ and /ʌ/ sounds.

Ask and answer about places in a town

1. **Core competencies & Personal qualities**

* Being interested in learning how to pronounce letters *t* and *u* exactly.
* Building up good habits and responsive, independent-working characteristics to be a life-long learner
* Practicing communicative skills through learning activities in classrooms
* Being collaborative and supportive in teamwork

1. **Teaching aids:**

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

**Students’ aids:** Student’s book, notebook, workbook.

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing the Phonics song**  (Source: https://www.youtube.com/watch?v=ffeZXPtTGC4) | * Teacher – whole class |
| **Option 1:**  **"Touch" game**   * Divide the class into four teams. * Have one student from each team stand a distance from the board. * Stick some flashcards on the board. * Then the teacher says a letter or a word. (E.g. Please touch letter “R”) * Have the students race to the board, touch that flashcard, and say the correct word. * The first student to touch the flashcard and say the word gets a point for their team. * Continue with other students. * The team that gets the most points win. | * Teacher – Whole class/ groupwork |
| **Option 2:**  **"Pictionary" game**   * Divide the class into four teams. * Have a student from each team stand at the board with a marker or a piece of chalk and tell them something to draw, e.g., "robot" * Have teams try to guess what the student from their team is drawing. * The first team guesses the correct picture earns 1 point. * Repeat with different students. * The team that gets the most points win. | * Teacher – Whole class/ groupwork |
| 25’ | **New lesson** |  |
|  | **5. Listen and repeat. Trace. (CD2 - Track 07)**   * Have students look at the pictures. * Point to the pictures and say the letters' sounds. * Play audio. Have students listen and repeat the letter sounds. | * Teacher – Whole class/ individuals |
|  | **6. Listen and point. (CD2 - Track 08)**   * Have students look at the pictures. * Demonstrate pointing to the correct letter when you hear the sound or word. * Play audio. Have students point to the correct picture at the top of the page when they hear the appropriate sound or word. * Have students work in pairs, one points to the letter and one says the sound. | * Teacher – Whole class/ pair work |
|  | **7. Write the letters.**   * Have students look at the pictures and call out the things they can see. * Demonstrate the activity using the example. * Have students write the letters. * Check answers as a whole class | * Teacher – Whole class/ individuals |
|  | **8. Play the "Chain" game.**   * Have students look at the example. * Divide the class into groups of four. * Have the students stand up. * Have Student A say a word for the teams to spell. * Have Student B say the first letter, then have Student C say the second letter of the word. * Continue until the word is completely spelled . * Have some groups demonstrate the activity in front of the class. | * Teacher – Whole class/ groupwork |
|  | **Workbook page 41**  Have students open their Workbooks, page 41.  *A. Listen and (√ ) the box. (WB Track 23)*   * Have students look at part C, look at the pictures and guess the answer could be. * Play audio and have students listen and tick the correct box. * Have students listen again and check. * Check students’ understanding and give the correct answers as a whole class.   *B. Look and write.*   * Set up time limit by 1minute timer bomb (source: <https://www.youtube.com/watch?v=vwqQPeeVM1s>). * Have students start reading and writing the letters. When the time is up, students stop doing their exercises. * Have students change their workbooks together. * Check understanding and give the correct answers as a whole class. | * Teacher – Whole class/ individuals |
| 5’ | **Wrap up** |  |
| **Option 1**  **“Chalkboard Fun” game**   * Divide the class into four teams. * Have each student take out a small chalkboard, rag and a piece of chalk. * Prepare some flashcards or pictures and sticks them on the board. * Point at the picture or flashcard then gives the students fifteen seconds to write down their answers. * When the time is up, all the students hold up the chalkboards. * Give the team which has all the correct answers one point. * The team that gets the most points win. | * Teacher – Whole class/ groupwork |
| **Option 2**  **"Guess the word" game**   * Divide the class into four teams. * Write a word on the board with several or all letters missing. (E.g. \_ \_ b \_ \_ t – rabbit) * Have each team take turns calling out a letter. * Add the missing letters to the word if correctly guessed. * Give that team one point if it’s a correct guess. * Continue until the students guess the word correctly. * The team that gets the most points win. | * Teacher – Whole class/ groupwork |

**Date of teaching:** 24/01-27/01/2022

**Week:**  21

**Period: 41**

**Unit 7: CLOTHES**

**Lesson 1**

**I/ Objectives:**

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

**1.Knowledge**

**Vocabulary:**

T-shirt, dress, hat, shirt

**2. Structures:**

Is this your (T-shirt)?

Yes, it is.

Is this your (dress)?

No, it isn’t

**II/ Teaching aids:**

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

**Students’ aids:** Student’s book, notebook, workbook.

**III/ Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing “ The Wheels in the Bus” song**  (source: https://www.youtube.com/watch?v=JXBL3h5wK0I&t=33s) | * Teacher – whole class |
| **Option 1:**  **"Read my lips" game**   * Divide the class into teams. * Teacher says a sentence silently. (E.g. I want to go to the park.) * Have the students try to guess what the teacher has said. * Give that team one point if it’s a correct guess. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
| **Option 2:**  **"Board race" game**   * Divide the class into four teams and have one student from each team stand a distance from the board. * Stick some flashcards (zoo, beach, park, playground) on the board, and then say one of them. * Have the students race to the board, touch that flashcard/word, and say a sentence with the given word. (E.g. I want to go to the (zoo).) * The first student to touch the flashcard and say the sentence correctly gets a point for their team. * Continue with other students. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
| 25’ | **New lesson**  **Sing “Clothing Song For Kids”**  ( Source: Dream English Kids  https://www.youtube.com/watch?v=KFQxBCvgx70) | * Teacher – Whole class |
|  | **A. Listen and point. Repeat. (CD2 - Track 11)**   * Use some pictures to introduce the new words (T-shirt, dress, hat, shirt ). Ask students if someone wears these in the class. * Have students listen to each new word. * Arrange the flashcards on the board, play audio, and point to each flashcard. * Play audio again and have students point to the pictures in their books. * Play audio again and have students listen and repeat. * Have students work in pairs, one of them points to the picture in the book and the other says the word. | * Teacher – Whole class/ individuals/ pair work |
|  | **Option 1:**  **"Word Tennis" game**   * Have one student come to the front and play with you. * Say a word from the lesson or unit, pretend to hit a ball to the student. Have the student respond with another word and hit it back to you. Continue until someone repeats a word or can't go. * Divide the class into pairs and have them play together. * Have some pairs demonstrate the activity in front of the class | * Teacher – Whole class/ pair work |
|  | **Option 2:**  **"Pictionary" game**   * Divide the class into teams. * Have a student from each team stand at the board with a marker or a piece of chalk and tell them something to draw, e.g. "dress”. * Have teams try to guess what the student from their team is drawing. * Give the first team to guess correctly one point. * Repeat with different students. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
|  | **B. 1. Listen to the story. (CD2 – Track 12)**   * Have students look and describe the picture, then call out the things they can see. * Introduce the situation: “Mai and Sue are in the yard. They are talking about clothes.” * Divide the class into two groups, Mai and Sue. Play audio and have students listen and read. * Have students work in pairs, listen to the dialogue and repeat.   **2. Listen and put a ( √ ) or a ( x ). (CD2 – Track 13)**   * Play audio and demonstrate the activity using the example. * Play audio and have students listen and put a tick or a cross. * Play audio again and check answers as a whole class | * Teacher – Whole class/ groupwork/ pair work * Teacher – Whole class |
|  | **C. Sing. (CD2 – Track 14)**   * Have students turn to page 70. * Play audio and have students listen. * Read the lyrics and do actions following them. * Play audio and have students listen, sing along, and do the actions. | * Teacher – whole class |
|  | **Role play**   * Have students work in pairs, practice the useful language like the conversation in their books. * Have some pairs demonstrate in front of the class. | * Teacher – whole class/ pair work |
|  | **Workbook – page 44**   * Have students open their Workbooks – page 44   *A. Look, trace and draw lines.*   * Have students look at the pictures, read the activities, then trace the words and draw lines to the correct pictures. * Check understanding and give the correct answers to the students.   *B. Look and write.*   * Have students look at the pictures, the letters and the blanks then try to complete the words. * Check understanding and give the correct answers to the students. | * Teacher – whole class |
| 5’ | **Wrap up** |  |
| **Option 1**  **Conversation line**   * Have students make two lines and stand face to face. * Give each student a flashcard. * Student 1 of the first line make a question, “Is this your hat?” Then student 1 of the second line answers, “Yes, it is. / No, it isn’t.” * Swap roles to the end of the lines. | * Teacher – Whole class/ pair work |
| **Option 2**  **"Tic, tac, toe" game**   * Divide the class into groups of four with two pairs in each group. * Have teams play rock, paper, scissors to see which team goes first. * Have the winning team choose a space, then one pair from that team goes to the board. One student will point to the picture or flashcard and ask, “Is this your T-shirt?” and the other student will answer. * Have the pair mark that space as theirs if they use the useful language correctly. * Have teams take turns. * The team that gets three spaces in a horizontal, vertical, or diagonal line wins the game. | * Teacher – Whole class/ groupwork |

**Date of teaching:** 24/01-27/01/2022

**Week:**  21

**Period: 42**

**UNIT 7: CLOTHES**

**Lesson 1**

**I/. Objectives:**

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

**1. Knowledge**

**Vocabulary:**

T-shirt, dress, hat, shirt

**2. Structures:**

Is this your (T-shirt)?

Yes, it is.

Is this your (dress)?

No, it isn’t

**II/ Teaching aids:**

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

**Students’ aids:** Student’s book, notebook, workbook.

**III/ Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**   * **Sing the song of page 46 - part C, track 70.** * Divide the class into two teams, one team holds up the pictures and sings the questions, the other sings the answers. | * Teacher – whole class |
| **Option 1:**  **"Musical dictation" game**   * Divide the class into four teams. * Have each team take out a pencil and a piece of paper. * Play some music and have them pass the pencil from one student to the next within the group. * When the music stops, the teacher picks up one flashcard. * The student who has just received the pencil needs to quickly write the word down on his/her paper. * Give the first team to write the word correctly one point. * The team that gets the most points win. | * Teacher – Whole class/ groupwork |
| **Option 2:**  **"Lucky number" game**   * Divide the class into four teams. * Invite 2 students from each team to participate in the game * The teacher prepares some cards with random points on their backs (E.g. 1 / 5 / 10 / 20 points) and put them in a box. * Have 2 teams come to the board alternately. * One student picks up one card and asks a question matching with the given card. **(E.g., Is this your dress?)** * Then his/her partner has to answer. * Swap roles. * If the question and the answer are all correct, team will get the points written at the back of the cards. * Continue the games with other teams. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
| 25’ | **New lesson**  **Sing “Clothing Song For Kids”**  (Source: Dream English Kids  https://www.youtube.com/watch?v=KFQxBCvgx70) | * Teacher – Whole class |
|  | **D. Point, ask and answer.**  **Practice (optional).**   * Divide the class into two teams. * Show a flashcard to the class and say “Yes” or “No”. * Have Team A ask the questions and Team B answer. * Swap roles and repeat. * e.g.   (Teacher shows a flashcard "hat".)  • Team A: "Is this your hat?"  • Team B: "Yes, it is."  **Point, ask, and answer.**   * Divide the class into pairs. * Have Student A point and ask, have Student B answer. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class.   **Answer key**   1. Is this your hat? - Yes, it is. 2. Is this your dress? - No, it isn't. 3. Is this your T-shirt? - Yes, it is. 4. Is this your shirt? - No, it isn't. 5. Is this your T-shirt? - No, it isn't. 6. Is this your bag? - Yes, it is. 7. Is this your hat? - No, it isn't. 8. Is this your dress? - Yes, it is | * Teacher – Whole class/ groupwork/ pair work |
|  | **E. Play "Magic finger."**   * Have students look at the example. * Divide the class into pairs * Have Student A write a word with their finger on Student B’s back. * Have Student B try to guess which word it is. * Continue until all students have practiced. * Have students swap roles and repeat. | * Teacher – Whole class/ pairwork |
|  | **“Slapping” game**   * Have students stand in a circle and place some flashcards on the board. * Tell students to put their hands on their heads. * Shout out the word of one of the flashcards and have the students race to touch it.  The student who touches it first get to keep the object. * The student who has the most flashcards at the end of the game is the winner. * Have the students who have less flashcards make questions for their friends answer.   E.g.   * Is this your hat? * Yes, it is. | * Teacher – Whole class/ individuals |
|  | **Workbook – page 45**   * Have students open their Workbooks – page 45   *C. Listen and put a (√) or a (x).*   * Have students identify all pictures and guess the answers. * Play audio. Have students listen and put a tick or a cross. * Play audio again. Have students listen again and check their answers. * Check understanding and give the correct answers as a whole class.   *D. Look and write.*   * Have students look at the pictures, read the questions and answers then fill in the blanks. * Check students’ mistake as a whole class. | * Teacher – Whole class/ individuals |
| 5’ | **Wrap up** |  |
| **Option 1**  **Draw yourself.**   * Individual works. * Give each student a piece of paper and colored pencils. Ask them to draw a picture of themselves wearing the clothes they like at the weekend or when they go out. * Have children compare their pictures with a partner. Then make questions and answers about the clothes in their pictures. E.g. Is this your hat? – Yes, it is. | * Teacher – Whole class/ individuals/ pair work |
| **Option 2**  **“Throwing” game**   * Divide the class into four teams. * Divide the team into pairs. * Have each team stands in two lines. * Have the teacher prepares some cards/pictures and sticks them on the board. * When the teacher says “Go”, each pair runs to the board. * One student throws a ball to the card/picture then askes his/her partner “Is this your bag?” and the other student answers. Swap roles. * If they say correctly, they will get those cards/pictures. * Continue with the other pairs. * The team that gets the most cards/pictures win. | * Teacher – Whole class/ groupwork |

**Date of teaching:** 31/01-03/02/2022

**Week:**  22

**Period: 43**

**UNIT 7: CLOTHES**

**Lesson 2**

**I/ Objectives:**

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

1. **Knowledge**

**Letters:** Vv

**Vocabulary:**

violin, vest

1. **Language skills**

To recognize the /v/ sound

Practice language skills – the structure “*Is this your ….?*”

**II/ Teaching aids:**

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

**Students’ aids:** Student’s book, notebook, workbook.

**III/ Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing “Clothing Song For Kids”**  (Source: Dream English Kids  https://www.youtube.com/watch?v=KFQxBCvgx70) | * Teacher – Whole class |
| **Option 1:**  **“Chalkboard Fun” game**   * Divide the class into four teams. * Each student takes out a mini chalkboard, rag and a piece of chalk. * The teacher prepares some flashcards or pictures and sticks them on the board. * The teacher points at the picture or flashcard then gives the students fifteen seconds to write down the word. (E.g., hat) * When the time is up, all the students hold up the chalkboards. * Give the team which has all the correct answers one point. * The team that gets the most points win. | * Teacher – Whole class/ groupwork |
| **Option 2:**  **“Pass the balls” game**   * Teacher prepares some pictures/flashcards and stick them on the board. * Give two different colored balls to two students, a red ball (ask the question) and a yellow ball (answer the question). * Have students listen to music and pass the balls. * Stop music suddenly. * Have the student with a red ball point to the flashcard/picture and make a question for the student who has yellow ball.   E.g. The student with the red ball will ask “Is this your (T-shirt)?” The student with the yellow ball will answer his/ her friend’s question.   * Continue the game as the same way. | * Teacher – Whole class/ pair work |
| 25’ | **New lesson** |  |
|  | **1. Listen and repeat. Trace. (CD2 - Track 15)**   * Play audio. Have students listen and repeat. * Demonstrate tracing the letters with your finger. * Have students work in pairs and trace the letters with their fingers. * Have some pairs demonstrate the activity in front of the class. | * Teacher – Whole class/ individuals/ pair work |
|  | **2. Listen and repeat. Write. (CD2 - Track 16)**   * Have students look at the pictures. * Demonstrate the activity. * Play audio. Have students point to the letter as they hear it. * Play audio again. Have students listen and repeat. * Have students trace and write the letters. * Have some students demonstrate the activity in front of the class. | * Teacher – Whole class/ individuals |
|  | **3. Sing. (CD2 - Track 17)**   * Play audio and have students listen. * Have students look at the lyrics. * Read the lyrics and do actions following them. * Play audio and have students listen, sing along, and do the actions. * Have students make a new verse with the word "vest" and sing along the same melody as the first one. | * Teacher – Whole class |
|  | **4. Listen and jump. (CD2 - Track 18)**   * Demonstrate the activity. * Have students stand up. * Have students jump when they hear the letter sound. | * Teacher – Whole class |
|  | **Workbook – page 46**   * Have students open their Workbooks – page 46 and guide them how to do part A and B.   *A. Trace the letters.*  *B. Trace and draw lines.*   * Divide the class into groups of seven. * Set up time limit by 5 minutes timer bomb (source: <https://www.youtube.com/watch?v=btRHJ3PGnV0>). * Have students start doing their exercises part A and B. When the time is up, students stop doing their writing. * Give the correct answers and have each group check the answers together. | * Teacher – Whole class/ groupwork |
| 5’ | **Wrap up** |  |
| **Option 1**  **"Magic finger" game**   * Divide the class into pairs. * Have Student A write a letter or a word with their finger on Student B's back. (E.g. violin) * Have Student B try to guess which letter or word it is. * Have students swap roles and repeat. | * Teacher – Whole class/ pair work |
| **Option 2**  **"Pass the card" game**   * Divide the class into 2 teams. * Have 5-6 students from each team form in 2 columns behind the classroom’s platform with the members of each team lined up one behind the other. * Teacher gives the first student of each team a card and says "Go." * The student says the word on the card and pass the card over the head to the ones behind them. * The goal is to pass the card until it reaches the end of the line. * The student at the end of the line runs to the front with the card and says out loud the word. The passing starts over. * Give the first team that names the card correctly one point. * When the last student in the line returns to the front, the game is finished. * The team that gets the most points win. | * Teacher – Whole class/ groupwork |

**Date of teaching:** 31/01-03/02/2022

**Week:**  22

**Period: 44**

**UNIT 7: CLOTHES**

**Lesson 2**

**I/Objectives:**

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

**1. Knowledge**

**Letters:** Ww

**Vocabulary:**

watch, window

**2. Language skills**

To recognize /w/ sound.

Ask and answer about clothes

**II/ Teaching aids:**

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

**Students’ aids:** Student’s book, notebook, workbook.

**III/ Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Option 1:**  **Sing the “Learn the Letter W” song**  (Source: Jack Hartmann Kids Music Channel  https://www.youtube.com/watch?v=mQZ-c3\_EDj4) | * Teacher – whole class |
|  | **Option 2:**  **"Guess the word" game**   * Divide the class into four teams. * Write a word on the board with some letters missing. (E.g., \_ \_ g \_ \_ – tiger) * Have each team take turns calling out a letter. * Add the missing letters to the word if correctly guessed. * Give that team one point if it’s a correct guess. * Continue until the students guess the word correctly. * The team that gets the most points win. | * Teacher – Whole class/ groupwork |
|  | **Option 3:**  **"Touch" game**   * Divide the class into four teams. * Have one student from each team stand a distance from the board. * Stick some flashcards on the board. * Then the teacher says a letter or a word. (E.g. Please touch letter “T” three times!) * Have the students race to the board, touch that flashcard, and say the correct word. * The first student to touch the flashcard and say the word gets a point for their team. * Continue with other students. | * Teacher – Whole class/ groupwork |
| 25’ | **New lesson** |  |
|  | **5. Listen and repeat. Trace. (CD2 - Track 19)**   * Play audio. Have students listen and repeat. * Demonstrate tracing the letters with your finger. * Have students work in pairs and trace the letters with their fingers. * Have some pairs demonstrate the activity in front of the class. | * Teacher – Whole class/ individuals/ pair work |
|  | **6. Listen and repeat. Write. (CD2 - Track 20)**   * Have students look at the pictures. * Demonstrate the activity. * Play audio. Have students point to the letter as they hear it. * Play audio again. Have students listen and repeat. * Have students trace and write the letters. * Have some students demonstrate the activity in front of the class. | * Teacher – Whole class/ individuals |
|  | **7. Sing. (CD2 - Track 21)**   * Play audio and have students listen. * Have students look at the lyrics. * Read the lyrics and do actions following them. * Play audio and have students listen, sing along, and do the actions. * Have students make a new verse with the word "window" and sing along the same melody as the first one. | * Teacher – Whole class |
|  | **8. Listen and clap. (CD2 - Track 22)**   * Demonstrate the activity. * Have students stand up. * Have students work in pairs and clap when they hear the letter sound. | * Teacher – Whole class/ pair work |
|  | **Workbook – page 47**   * Have students open their Workbooks – page 47   *C. Listen and circle. (track 27)*   * Have students look at exercise C, look at the pictures and guess the answers. * Play audio. Have students listen and circle the correct pictures. * Have students listen again and check the answers. * Check understanding and give the correct answers to the students.   *D. Look and write.*   * Set up time limit by 1minute timer bomb (source: https://www.youtube.com/watch?v=vwqQPeeVM1s). * Have students start reading and writing the letters. When the time is up, students stop doing their exercises. * Have students interchange their workbooks. * Check the answer as a whole class. |  |
| 5’ | **Wrap up** |  |
|  | **Option 1**  **“Patty Cake” game**   * Divide the class into pairs. * Have students sit face to face. * The teacher says a word. (E.g., violin) * The students slap their knees once, clap their hands once, and then clap their partner’s hands once as they both say “v - violin”. * Continue doing the action as the same way. | * Teacher – Whole class/ pair work |
|  | **Option 2:**  **“Concentration” game**   * Divide the class into four teams. * Teacher prepares many cards, some have letter “v” or “w” on their backs, some have the words (violin, vest, watch, window) on their backs. * Stick the cards on the board (stick which card has letter on one side and which card has word on the other side) and don’t allow students see their backs. * Students take turns in turning over 2 cards (saying the cards aloud). * If the cards match, then the student keeps the cards. If the cards are different, the student sticks the cards back on the board in their original places. * Continue with other students. * The team that gets the most cards win. | * Teacher – Whole class/ groupwork |

**Week: 23** **Date of teaching: 14-17/02/2022**

**Period: 45**

**UNIT 7: CLOTHES**

**Lesson 2**

1. **Objectives:**

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

1. **Knowledge**

**Letters:** Vv

**Vocabulary:**

violin, vest

1. **Language skills**

To recognize the /v/ sound

Practice language skills – the structure “*Is this your ….?*”

1. **Core competencies & Personal qualities**

* Raising interests in learning English
* Practicing communicative skills through learning activities
* Demonstrating team-working and problem-solving skills through learning activities
* Building up good habits and responsive and independent-working characteristics to be a life-long learner

1. **Teaching aids:**

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

**Students’ aids:** Student’s book, notebook, workbook.

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing “Clothing Song For Kids”**  (Source: Dream English Kids  https://www.youtube.com/watch?v=KFQxBCvgx70) | * Teacher – Whole class |
| **Option 1:**  **“Chalkboard Fun” game**   * Divide the class into four teams. * Each student takes out a mini chalkboard, rag and a piece of chalk. * The teacher prepares some flashcards or pictures and sticks them on the board. * The teacher points at the picture or flashcard then gives the students fifteen seconds to write down the word. (E.g., hat) * When the time is up, all the students hold up the chalkboards. * Give the team which has all the correct answers one point. * The team that gets the most points win. | * Teacher – Whole class/ groupwork |
| **Option 2:**  **“Pass the balls” game**   * Teacher prepares some pictures/flashcards and stick them on the board. * Give two different colored balls to two students, a red ball (ask the question) and a yellow ball (answer the question). * Have students listen to music and pass the balls. * Stop music suddenly. * Have the student with a red ball point to the flashcard/picture and make a question for the student who has yellow ball.   E.g. The student with the red ball will ask “Is this your (T-shirt)?” The student with the yellow ball will answer his/ her friend’s question.   * Continue the game as the same way. | * Teacher – Whole class/ pair work |
| 25’ | **New lesson** |  |
|  | **1. Listen and repeat. Trace. (CD2 - Track 15)**   * Play audio. Have students listen and repeat. * Demonstrate tracing the letters with your finger. * Have students work in pairs and trace the letters with their fingers. * Have some pairs demonstrate the activity in front of the class. | * Teacher – Whole class/ individuals/ pair work |
|  | **2. Listen and repeat. Write. (CD2 - Track 16)**   * Have students look at the pictures. * Demonstrate the activity. * Play audio. Have students point to the letter as they hear it. * Play audio again. Have students listen and repeat. * Have students trace and write the letters. * Have some students demonstrate the activity in front of the class. | * Teacher – Whole class/ individuals |
|  | **3. Sing. (CD2 - Track 17)**   * Play audio and have students listen. * Have students look at the lyrics. * Read the lyrics and do actions following them. * Play audio and have students listen, sing along, and do the actions. * Have students make a new verse with the word "vest" and sing along the same melody as the first one. | * Teacher – Whole class |
|  | **4. Listen and jump. (CD2 - Track 18)**   * Demonstrate the activity. * Have students stand up. * Have students jump when they hear the letter sound. | * Teacher – Whole class |
|  | **Workbook – page 46**   * Have students open their Workbooks – page 46 and guide them how to do part A and B.   *A. Trace the letters.*  *B. Trace and draw lines.*   * Divide the class into groups of seven. * Set up time limit by 5 minutes timer bomb (source: <https://www.youtube.com/watch?v=btRHJ3PGnV0>). * Have students start doing their exercises part A and B. When the time is up, students stop doing their writing. * Give the correct answers and have each group check the answers together. | * Teacher – Whole class/ groupwork |
| 5’ | **Wrap up** |  |
| **Option 1**  **"Magic finger" game**   * Divide the class into pairs. * Have Student A write a letter or a word with their finger on Student B's back. (E.g. violin) * Have Student B try to guess which letter or word it is. * Have students swap roles and repeat. | * Teacher – Whole class/ pair work |
| **Option 2**  **"Pass the card" game**   * Divide the class into 2 teams. * Have 5-6 students from each team form in 2 columns behind the classroom’s platform with the members of each team lined up one behind the other. * Teacher gives the first student of each team a card and says "Go." * The student says the word on the card and pass the card over the head to the ones behind them. * The goal is to pass the card until it reaches the end of the line. * The student at the end of the line runs to the front with the card and says out loud the word. The passing starts over. * Give the first team that names the card correctly one point. * When the last student in the line returns to the front, the game is finished. * The team that gets the most points win. | * Teacher – Whole class/ groupwork |

**Week:**  23 **Date of teaching: 14-17/02/2022**

**Period: 46**

**UNIT 7: CLOTHES**

**Lesson 2**

1. **Objectives:**

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

1. **Knowledge**

**Letters:** Ww

**Vocabulary:**

watch, window

1. **Language skills**

To recognize /w/ sound.

Ask and answer about clothes

1. **Core competencies & Personal qualities**

* Raising interests and good habits in learning English
* Practicing communicative skills through learning activities in classrooms
* Demonstrating team-working and problem-solving skills through learning activities in classrooms
* Building up responsive and independent-working characteristics to be a life-long learner

1. **Teaching aids:**

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

**Students’ aids:** Student’s book, notebook, workbook.

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Option 1:**  **Sing the “Learn the Letter W” song**  (Source: Jack Hartmann Kids Music Channel  https://www.youtube.com/watch?v=mQZ-c3\_EDj4) | * Teacher – whole class |
|  | **Option 2:**  **"Guess the word" game**   * Divide the class into four teams. * Write a word on the board with some letters missing. (E.g., \_ \_ g \_ \_ – tiger) * Have each team take turns calling out a letter. * Add the missing letters to the word if correctly guessed. * Give that team one point if it’s a correct guess. * Continue until the students guess the word correctly. * The team that gets the most points win. | * Teacher – Whole class/ groupwork |
|  | **Option 3:**  **"Touch" game**   * Divide the class into four teams. * Have one student from each team stand a distance from the board. * Stick some flashcards on the board. * Then the teacher says a letter or a word. (E.g. Please touch letter “T” three times!) * Have the students race to the board, touch that flashcard, and say the correct word. * The first student to touch the flashcard and say the word gets a point for their team. * Continue with other students. | * Teacher – Whole class/ groupwork |
| 25’ | **New lesson** |  |
|  | **5. Listen and repeat. Trace. (CD2 - Track 19)**   * Play audio. Have students listen and repeat. * Demonstrate tracing the letters with your finger. * Have students work in pairs and trace the letters with their fingers. * Have some pairs demonstrate the activity in front of the class. | * Teacher – Whole class/ individuals/ pair work |
|  | **6. Listen and repeat. Write. (CD2 - Track 20)**   * Have students look at the pictures. * Demonstrate the activity. * Play audio. Have students point to the letter as they hear it. * Play audio again. Have students listen and repeat. * Have students trace and write the letters. * Have some students demonstrate the activity in front of the class. | * Teacher – Whole class/ individuals |
|  | **7. Sing. (CD2 - Track 21)**   * Play audio and have students listen. * Have students look at the lyrics. * Read the lyrics and do actions following them. * Play audio and have students listen, sing along, and do the actions. * Have students make a new verse with the word "window" and sing along the same melody as the first one. | * Teacher – Whole class |
|  | **8. Listen and clap. (CD2 - Track 22)**   * Demonstrate the activity. * Have students stand up. * Have students work in pairs and clap when they hear the letter sound. | * Teacher – Whole class/ pair work |
|  | **Workbook – page 47**   * Have students open their Workbooks – page 47   *C. Listen and circle. (track 27)*   * Have students look at exercise C, look at the pictures and guess the answers. * Play audio. Have students listen and circle the correct pictures. * Have students listen again and check the answers. * Check understanding and give the correct answers to the students.   *D. Look and write.*   * Set up time limit by 1minute timer bomb (source: https://www.youtube.com/watch?v=vwqQPeeVM1s). * Have students start reading and writing the letters. When the time is up, students stop doing their exercises. * Have students interchange their workbooks. * Check the answer as a whole class. |  |
| 5’ | **Wrap up** |  |
|  | **Option 1**  **“Patty Cake” game**   * Divide the class into pairs. * Have students sit face to face. * The teacher says a word. (E.g., violin) * The students slap their knees once, clap their hands once, and then clap their partner’s hands once as they both say “v - violin”. * Continue doing the action as the same way. | * Teacher – Whole class/ pair work |
|  | **Option 2:**  **“Concentration” game**   * Divide the class into four teams. * Teacher prepares many cards, some have letter “v” or “w” on their backs, some have the words (violin, vest, watch, window) on their backs. * Stick the cards on the board (stick which card has letter on one side and which card has word on the other side) and don’t allow students see their backs. * Students take turns in turning over 2 cards (saying the cards aloud). * If the cards match, then the student keeps the cards. If the cards are different, the student sticks the cards back on the board in their original places. * Continue with other students. * The team that gets the most cards win. | * Teacher – Whole class/ groupwork |

**Week:**  24 **Date of teaching: 21-24/02/2022**

**Period: 47**

**UNIT 7: CLOTHES**

**Lesson 3**

1. **Objectives:**

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

1. **Knowledge**

**Vocabulary:**

pants, shorts, shoes, socks

**Structures:**

These are my (pants).

Yes, please.

No, thank you

1. **Language skills**

To be able to identify clothes.

Practice language skills – the structure “*Is this your …. – No, it isn’t”*

1. **Core competencies & Personal qualities**

* Raising interests and good habits in learning English
* Building up responsive and independent-working characteristics to be a life-long learner
* Practicing communicative and collaborative skills through learning activities
* Demonstrating team-working and problem-solving skills through learning activities

1. **Teaching aids:**

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

**Students’ aids:** Student’s book, notebook, workbook.

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing “Act Out The Alphabet” song**  (source: Jack Hartmann Kids Music Channel  https://www.youtube.com/watch?v=dLReNTmMkKA) | * Teacher – whole class |
| **Option 1:**  **“Clap or Jump” game**   * Divide the class into four teams. * Call out a letter sound or a word with that letter. * Have students stand up and clap if they hear the “/t/” sound, jump if they hear the “/ʌ/” sound. * Repeat the activity with other letter sounds/ words. | * Teacher – Whole class/ individuals |
| **Option 2:**  **"Pictionary" game**   * Divide the class into teams. * Have a student from each team stand at the board with a piece of chalk and the teacher tells them something to draw. E.g., "a watch" * Have teams guess what the student from their team is drawing. * Give the first team to guess correctly one point. * Repeat with different students. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
| 25’ | **New lesson** |  |
|  | **Sing “Clothing Song For Kids”**  (Source: Dream English Kids  https://www.youtube.com/watch?v=KFQxBCvgx70)  **A. Listen and point. Repeat. (CD2 - Track 23)**  Use some pictures to introduce the new words (pants, shorts, shoes, socks). Ask students if someone wears these in the class.   * Have students listen to each new word. * Arrange the flashcards on the board, play audio, and point to each flashcard. * Play audio again and have students point to the pictures in the books. * Play audio again and have students listen and repeat. * Have students work in pairs, one of them points to the picture in the book and the other says the word. | * Teacher – Whole class * Teacher – Whole class/ individuals/ pair work |
|  | **Option 1:**  **"Heads up. What's missing?"**   * Divide the class into two teams. * Arrange the flashcards on the board and remove one card when students are not looking. * One student from each team calls out the missing flashcard. | * Teacher – Whole class/ groupwork |
|  | **Option 2:**  **"Bingo" game**   * Divide the class into groups of five. * Write about 10 words on the board. (T-shirt, dress, hat, shirt, pants, shorts, shoes, socks, …) * Have students choose 9 words and write it to the table in the prepped handout. * One student reads random words aloud. * Tell the students that any time his/her friend reads a word that they just wrote down, they can cross out that word. * When one student has crossed out three words in a vertical or horizontal or diagonal line, then, shouts "Bingo!". | * Teacher – Whole class/ individuals |
|  | **B. 1. Listen and point (CD2 – Track 24)**   * Have students call out the things they can see. * Have students listen and follow. * Play audio and demonstrate pointing to the pictures or clothes. * Play audio. Have students listen and point to their clothes or the pictures.   **2. Listen and repeat. (CD2 – Track 25)**   * Have students look at the useful language box. * Play audio. Have students listen to the useful language. * Have students practice the useful language | * Teacher – Whole class/ groupwork * Teacher – Whole class |
|  | **C. “Board race” game.**   * Have students look at the example. * Divide the class into teams and have one student from each team stand a distance from the board. * Stick two flashcards on the board and then say one of them. * Have the students race to the board, touch that flashcard, and say the correct sentence. * The first student to touch the flashcard and say the sentence gets a point for their team. * Continue with other students | * Teacher – whole class/ pair work |
|  | **Workbook – page 48**   * Have students open their Workbooks – page 48 and guide them how to do the exercises of part A and B.   *A. Look and trace the correct words.*  *B. Look and write.*   * Divide the class into groups of seven. * Set up time limit by 5 minutes timer bomb (source: <https://www.youtube.com/watch?v=btRHJ3PGnV0>). * Have students start doing their exercises part A and B. When the time is up, students stop doing their work. Give the correct answers and have each group check the answers together. | * Teacher – whole class |
| 5’ | **Wrap up** |  |
| **Option 1:**  **“Pass the bag” game**   * Prepare a bag which has pictures or flashcards inside. * Give the bag to a student. * Play music and the student passes the bag to the student next to him/her and so on with the next student. * Stop music suddenly. * Students stop passing. * The student with a bag will pick up one picture inside and make a sentence that matches the picture. E.g. “These are my pants.” * Play music again and continue this game as the same way. | * Teacher – Whole class/ individuals |
| **Option 2:**  **"Pretend" game**   * Teacher writes the words on some pieces of paper and put them in a bag. (T-shirt, dress, hat, shirt, pants, shorts, shoes, socks) * Divide the class into four teams. * Have one student come to the front of the class and pick one piece of paper in the bag. * Have that student mime the pictures * Other students try to guess.   Then they have to make a sentence with that word.  For example: This is my (shirt)   * Award 1 point for the first team guessing the action correctly. * The team that gets the most points win. | * Teacher – Whole class/ groupwork |

**Week:**  24 **Date of teaching: 21-24/02/2022**

**Period: 48**

**UNIT 7: CLOTHES**

**Lesson 3**

1. **Objectives:**

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

1. **Knowledge**

**Vocabulary:**

pants, shorts, shoes, socks

**Structures:**

These are my (pants).

Yes, please.

No, thank you

1. **Language skills**

To be able to accept or refuse an offer.

Practice language skills – the structure “*These are …”*

1. **Core competencies & Personal qualities**

* Raising interests and good habits in learning English
* Practicing communicative and collaborative skills through learning activities
* Building up good habits and responsive, independent-working characteristics to be a life-long learner
* Demonstrating team-working and problem-solving skills through learning activities

1. **Teaching aids:**

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

**Students’ aids:** Student’s book, notebook, workbook.

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| How 5’ | **Warm-up**   * Have students prepare some pictures of clothes. Then have them take their pictures in front of the class and make sentences about these pictures.   E.g. These are my pants. | * Teacher – whole class |
| **Option 1:**  **“Hangman” game**   * Divide the class into four teams. * Draw the hangman board and draw blank spaces for the word the teacher wants them to guess. (E.g., \_ \_ \_ \_ \_ - pants) * Have each team guess a letter. * If students guess it correctly, they get one point for each letter in the word. If students get it wrong, then teacher draws a head, body, 2 legs and, 2 arms. * When the teacher draws all the parts of the body the game is over, and the teacher starts a new game. * The winner is the one with the most points at the end of the last puzzle. | * Teacher – Whole class/ groupwork |
| **Option 2:**  **“Throwing” game**   * Divide the class into four teams. * Have each team stand in a line. * Teacher prepares some cards/pictures and sticks them on the board, and a ball. * When the teacher says “Go”, each pair runs to the board. * The student throws a ball to the card/picture then says a sentence matching with that word. (This is my (dress).) * If he/she says correctly, he/she will get that card/picture. * Continue with the other students. * The team that gets the most cards/pictures wins. | * Teacher – Whole class/ groupwork |
|  | **New lesson** |  |
| 25’ | **D. 1. Listen and read (CD2 – Track 26)**   * Introduce the situation. * Have students call out the things they see. * Play audio and have students listen and read.   **2. Listen and repeat. (CD2 – Track 27)**   * Have students look at the useful language box. * Play audio. Have students listen to the useful language. * Have students practice the useful language | Teacher – Whole class/ individuals   * Teacher – Whole class/ individuals |
|  | **E. Role-play**   * Divide the class into pairs. * Have students practice the dialogue. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class. | * Teacher – Whole class/ pair work |
|  | **Workbook – page 49**   * Have students open the Workbook – page 49   *C. Listen and number. (Track 28)*   * Have students identify the pictures in part C. * Instruct them how to do the text. * Play audio. Have students listen and write a number in each box. * Play audio again. Have students listen and check. * Check understanding and correct mistake as a whole class.   **“Who is faster?” game** (For exercise D and E)  *D. Look and write.*   * Divide the class into four groups. * Arrange the picture cards, write sentences with some blanks on the board. * Invite one student from each group to run to the board and write the words. Give one point for each correct word.   *E. Look, read and circle.*   * Have students continue to work in groups. * Arrange the picture cards, write the questions and the answers on the board. * Invite one student from each group to run to the board and circle the correct answers. Give one point for each correct answer. | * Teacher – Whole class/ individuals * Teacher – Whole class/ groupwork |
| 5’ | **Wrap up** |  |
| **Option 1:**  **“Mingle” game**   * Teacher prepares some flashcards or pictures and sticks them on the board. * Play some music and encourage students to dance or walk around. * Stop the music suddenly. When the music stops, each student finds a partner. * Student A: Bananas? * Student B: Yes, please! * Have students swap roles. * Play the music and continue in this way. | * Teacher – Whole class/ pairwork |
| **Option 2:**  **“Musical chairs” game**   * Have students sit on their seats. * Play music and ask them to move around. * Take away two chairs and suddenly stop music. * Have students sit on any chairs. * The two students who have no chairs to sit on will make questions and answers.   E.g.   * Student A: Bananas? * Student B: Yes, please! * Swap roles and continue the game in the same way. | * Teacher – pairs work |

**Week:**  25 **Date of teaching: 28/02-03/3/2022**

**Period: 49**

**THEME 8: TRANSPORTATION**

**Lesson 1**

1. **Objectives:**

After completing this lesson, students will be able to:

1. **Language competence**

Identify and use the following vocabulary items and grammatical structures to ask and answer about types of transportation.

**Vocabulary:**

bus, boat, plane, motorbike

**Structures:**

Can you see the (motorbike)?  
 Yes, I can.  
 Can you see the (bus)?  
 No, I can't.

1. **Core competence**

* Build up interests and good habits in learning English
* Build up responsive and independent-working characteristics to be a long-life learner
* Be supportive and collaborative in team work
* Demonstrate problem-solving and communicative skills through learning activities

1. **Personal qualities**

* Build up respective attitudes to others in the community
* Build up responsibility for family and the community

1. **Teaching aids:**

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

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

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing “Clothing Song For Kids”**  ( Source: Dream English Kids  https://www.youtube.com/watch?v=KFQxBCvgx70) | * Teacher – whole class |
| **Option 1:**  **“Slow reveal” game**   * Prepare some flashcards about clothes. * Hold up a flashcard covered by a big piece of paper or a piece of cloth. * Slowly reveal the flashcard. * The child shouts out when they know what the word is. * If he/she says the correct word, he/she will get one point for his/her team. Then he/she asks one student from his/her team with that word. (E.g. pants?). His/her friend answers this question. * Continue the game as the same way. | * Teacher – Whole class/ individuals |
| **Option 2:**  **“Mingle” game**   * Prepare some flashcards or pictures and sticks them on the board. * Play music and encourage students to dance or walk around. * Stop music suddenly. When the music stops, each student finds a partner. * Student A: Bananas? * Student B: Yes, please! ( No, thanks./ No, thank you.) * Have students swap roles. * Play music and continue in this way. | * Teacher – Whole class |
| 25’ | **New lesson** |  |
|  | **A. Listen and point. Repeat. (CD2 - Track 28)**   * Use some pictures to introduce the new words (bus, boat, plane, motorbike). Ask students if they know these means of transportation. * Have students listen to each new word. * Arrange the flashcards on the board, play audio, and point to each flashcard. * Play audio again and have students point to the pictures in their books. * Play audio again and have students listen and repeat. * Have students work in pairs, one of them points to the picture in the book and the other says the word. | * Teacher – Whole class/ individuals/ pair work |
|  | **Option 1:**  **"Guess" game**   * Arrange the flashcards on the board and write a number under each card. * Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking. * Call out a number of one of the flashcards and have students take turns to guess the face-down card. Turn the card over after each guess. | * Teacher – Whole class |
|  | **Option 2:**  **“Follow the leader” game**   * Have students line up behind the teacher and follow him/her around the classroom. * Do an action or mime the sound of the transportation the shout out the word for that action/sound. * Have students copy the action and repeat the word. (E.g. a plane) | * Teacher – Whole class |
|  | **B. 1. Listen to the story (CD2 – Track 29)**   * Have students look and describe the picture, then call out the things they can see. * Introduce the situation. Bill and Sue are talking about means of transportation….. * Play audio and have students listen and read. * Divide the class into two groups, Mai and Sue. Play audio again and have students listen and read. * Have students work in pairs, listen to the dialogue and repeat.   **2. Listen and put a ( √ ) or a ( x ) (CD2 – Track 30)**   * Play audio and demonstrate the activity using the example. * Play audio and have students listen and put a tick or a cross. * Play audio again and check answers as a whole class | * Teacher – Whole class/ groupwork/ pair work * Teacher – whole class/ individuals |
|  | **C. Sing. (CD2 – Track 31)**   * Have students turn to page 70. * Play audio and have students listen. * Read the lyrics and do actions following them. * Play audio and have students listen, sing along, and do the actions. | * Teacher – whole class/ individuals |
|  | **Role play**   * Have students work in pairs, practice the useful language like the conversation in their books. * Have some pairs demonstrate in front of the class. | * Teacher – Whole class/ pair work |
|  | **Workbook page 50**   * Divide the class into groups of five. * Have students open their workbooks – page 50   *A. Look and write.*   * Explain the activity. Have students read the words and * Set up time limit by 1minute timer bomb (source: https://www.youtube.com/watch?v=vwqQPeeVM1s). * Have students start reading, choosing the correct words and then write them on the lines under the pictures . When the time ends by explosion students stop doing their exercises. * Have students change their workbooks together. * Check understanding as a whole class.   *B. What’s next? Look, read, and write the words.*   * Have students identify the pictures of question number 1, read the name of each picture out loud and write the correct word on the line. * Continue doing the next question. * Check students’ understanding as a whole class. | * Teacher – whole class/ groupwork/ individuals * Teacher – whole class/ groupwork/ individuals |
| 5’ | **Wrap up** |  |
| **Option 1**  **"Pass the card" game**   * Divide the class into four teams. * Have students from each team stand in a line. * Give the first student of each team a card (bus, boat, plane, motorbike) and say "Go." * These students say the corresponding words and pass the cards over their heads to the ones behind them. * Have teams continue the game until their card reaches the last person. * The last student in each line races to hand their card to the teacher and says the word. * Give the first team to name their card correctly one point. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
| **Option 2**  **“Run, Draw and Write” game**   * Divide the class into four groups. * Have students stand in four lines. * Say a word. (E.g. plane) * Have the first student in each line run to the board, draw the object and write the word. * The fastest student who writes the correct word gets one point for his/her team. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |

**Week:**  25 **Date of teaching:** **28/02-03/3/2022**

**Period: 50**

**THEME 8: TRANSPORTATION**

**Lesson 1**

1. **Objectives:**

After completing this lesson, students will be able to:

**1. Language competence**

Identify and use the following vocabulary items and grammatical structures to ask and answer about types of transportation.

**Vocabulary:**

bus, boat, plane, motorbike

**Structures:**

Can you see the (motorbike)?  
 Yes, I can.  
 Can you see the (bus)?  
 No, I can't.

1. **Core competence**

- Build up interests and good habits in learning English

- Build up responsive and independent-working characteristics to be a long-life learner

- Be supportive and collaborative in team work

- Demonstrate problem-solving and communicative skills through learning activities

1. **Personal qualities**

* Build up respective attitudes to others in the community
* Build up responsibility for family and the community

1. **Teaching aids:**

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

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

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**   * Sing the song of part C – page 52 (Student’s Book) and do the action. | * Teacher – whole class |
| **Option 1:**  **"Guess the word" game**   * Divide the class into teams. * Write a word on the board with several or all letters missing. (p \_ \_ \_ \_ - plane) * Have each team take turns calling out a letter. * Add the missing letters to the word if correctly guessed. * Give that team one point if it’s a correct guess. * Continue until the students guess the word correctly. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
| **Option 2:**  **"Board race" game**   * Divide the class into four teams and have one student from each team stand a distance from the board. * Stick some flashcards or write some words on the board, and then say one of them. * Have the students race to the board, touch that flashcard/word, and say the correct word. * The first student to touch the flashcard and say the word gets a point for their team. * Continue with other students. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
|  | **New lesson** |  |
|  | **D. Ask and answer.**  **Practice (optional).**   * Divide the class into two teams. * Show a flashcard to the class and say “Yes” or “No”. * Have Team A ask the questions and Team B answer. * Swap roles and repeat.   E.g.  (Teacher shows a flashcard "motorbike".)  • Teacher: "Yes"  • Team A: "Can you see the motorbike?"  • Team B: "Yes, I can."  **Ask, and answer.**   * Divide the class into pairs. * Have Student B look at Student A's picture, Student A asks, and Student B answers. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class.   **Answer key**  ***Suggested answer key for Student A*** Can you see the motorbike?  Yes, I can.  Can you see the car?  No, I can’t.  Can you see the plane?  Yes, I can.  Can you see the boat?  Yes, I can.  ***Suggested answer key for Student B*** Can you see the bus?  No, I can’t.  Can you see the car?  Yes, I can.  Can you see the boat?  Yes, I can.  Can you see the plane?  Yes, I can | * Teacher – Whole class/ individuals / pair work |
|  | **E. Play "Guess the picture."**   * Have students look at the example. * Divide the class into two teams. * Have a student stand facing away from the board and stick a flashcard on the board behind them. * Have the student try to guess without looking at the flashcard. * Have someone from the same team answer with "Yes, I can." or "No, I can't." * Give that team one point if it's a correct guess. * Have teams take turns | * Teacher – Whole class/ groupwork |
|  | **“Board Scramble” game**   * Divide the class into four teams. * Place flashcards/pictures on the board and give students ten seconds to remember. * Swipe the flashcards/pictures over, then, scramble them but slow enough that students can see them. * Have students from four teams go to the board. * The teacher chooses one flashcard/picture and asks, “Can you see a (bike)?” * Each group respectively answers. * The team which has a correct answer gets one point. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
|  | **Workbook page 51**  *C. Listen and put a ( √ ) or a ( x ). (WB 29)*   * Have students identify all pictures and guess the answers could be. * Play audio. Have students listen and put a tick or a cross. * Play audio again. Have students listen again and check their answers. * Check understanding and give the correct answers as a whole class.   *D. Look, read, and circle.*   * Have students identify the pictures and read the questions and answers. * Ask students to read the content of picture number 1, then think and circle the correct words. This is an example. * Have students do the remains then compare their answers. * Check understanding as a whole class and give the correct answers to the students. | * Teacher – Whole class/ individuals |
| 5’ | **Wrap up** |  |
| **Option 1**  **“Spin the Bottle” game**   * Divide the class into the group of five. * Have students sit in a circle with a bottle in the middle. * The teacher gives some pictures to each group. * One student points at the picture and asks a question (E.g. Can you see a bike?) and spins the bottle. * When it stops, the student who is pointed to has to answer. Then he/she asks a question and spin the bottle. * Have students continue the game as the same way. | * Teacher – Whole class/ groupwork |
| **Option 2**  **“Pass the balls” game**   * Teacher prepares some pictures/flashcards. * Give two different colored balls to two students, a red ball (ask the question) and a yellow ball (answer the question). * Have students listen to music and pass the balls. * Stop music suddenly. * Have the student with a red ball point at the flashcard/picture and make a question for the student who has yellow ball.   E.g. The student with the red ball will ask “Can you see a (plane)?” The student with the yellow ball will answer his/ her friend’s question.   * Continue in the same way. | * Teacher – Whole class/ pair work |

**Week: 26** **Date of teaching:** **07-10/03/2022**

**Period: 51**

**THEME 8: TRANSPORTATION**

**Lesson 2**

1. **Objectives:**

After completing this lesson, students will be able to:

1. **Language competence**

Identify the letter “X” and correctly pronounce the sound of its -“/ks/” in the following vocabulary

**Vocabulary:**

fox, box

1. **Core competence**

- Build up interests and good habits in learning English

- Build up responsive and independent-working characteristics to be a long-life learner

- Be supportive and collaborative in team work

- Demonstrate problem-solving and communicative skills through learning activities

1. **Personal qualities**

- Build up respective attitudes to others in the community

- Build up spirits of the responsibility for family and the community

1. **Teaching aids:**

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

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

**III/ Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Alphabet Line-up**   * Give each students an alphabet flashcard. * Play the Alphabet song and have the students skip around in a circle, singing along to the song. * Stop music at random points and the students have to line up in the correct alphabetical order according to their cards. | * Teacher – Whole class |
| **Option 1:**  **Drawing and talk**   * Divide the class into pairs. * One student draws a picture of transportation on a sheet of paper. Then make question for his/ her partner answer.   E.g.   * Student 1: Can you see the (bike)? * Student 2: Yes, I can. / No, I can’t. * Swap roles and repeat. * Go around the classroom while the students are doing the task to provide any necessary help. | * Teacher – Whole class/ pair work |
| **Option 2:**  **"Lucky number" game**   * Divide the class into four teams. * Divide the team into pairs. * Have each team stands in two lines. * Prepare some different pictures and put them on the board. * Prepare some cards with random points (E.g. 1 / 5 / 10 / 20 points) and put them in a box. * Have each pair from each team comes to the board respectively. * One student points at one picture and asks a question. (E.g. Can you see a (bike)?) * Then his/her partner has to answer. * Swap roles. * If the question and the answer are all correct, they will pick up card from the box and get the corresponding points for their team. * Continue with the other students. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
| 25’ | **New lesson** |  |
|  | **1. Listen and repeat. Trace. (CD2 - Track 32)**   * Play audio. Have students listen and repeat. * Demonstrate tracing the letters with your finger. * Have students trace the letters with their fingers. * Have some students demonstrate the activity in front of the class. | * Teacher – Whole class/ individuals |
|  | **2. Listen and repeat. Write. (CD2 - Track 33)**   * Have students look at the pictures. * Demonstrate the activity. * Play audio. Have students point to the letter as they hear it. * Play audio again. Have students listen and repeat. * Have students trace and write the letters. * Have some students demonstrate the activity in front of the class. | * Teacher – Whole class/ individuals |
|  | **3. Sing. (CD2 - Track 34)**   * Play audio and have students listen. * Have students look at the lyrics. * Read the lyrics and do actions following them. * Play audio and have students listen, sing along, and do the actions. * Have students make a new verse with the word "box" and sing along the same melody as the first one. | * Teacher – Whole class |
|  | **4. Listen and hop. (CD2 - Track 35)**   * Demonstrate the activity. * Have students stand up. * Have students hop when they hear the letter sound. | * Teacher – Whole class |
|  | **Workbook page 52**  *A. Trace the letters.*   * Have students look at part A read the instruction. * Set up time limit by 2 minutes timer (source: https://www.youtube.com/watch?v=BhY264aEZrQ). * Have students start doing their exercises. When the time ends by explosion students stop their work. * Check understanding as a whole class.   *B. Say the sounds. Color the correct shapes.*   * Have students look at the letters and the corresponding shapes. * Have students look at the phonics pictures and color the corresponding shapes. * Check understanding as a whole class. | * Teacher – Whole class/ individuals |
| 5’ | **Wrap up** |  |
| **Option 1**  **"Magic finger" game**   * Divide the class into pairs. * Have Student A write a word with their finger on Student B's back. * Have Student B try to guess which word it is. * Have students swap roles and repeat. | * Teacher – Whole class/ pair work |
| **Option 2**  **"Touch" game**   * Divide the class into four teams. * Have one student from each team stand a distance from the board. * Stick some flashcards on the board. * Then the teacher says a letter or a word. (E.g. Please touch letter “X” three times!) * Have the students race to the board, touch that flashcard, and say the correct word. * The first student to touch the flashcard and say the word gets a point for their team. * Continue with other students. | * Teacher – Whole class/ groupwork |

**Week:**  26 **Date of teaching**: **07-10/03/2022**

**Period: 52**

**THEME 8: TRANSPORTATION**

**Lesson 2**

1. **Objectives:**

After completing this lesson, students will be able to:

1. **Language competence**

Identify the letter “Y” and correctly pronounce the sound of its - *“/j/”* in the following words

**Letters:** Yy

**Vocabulary:**

yo-yo, yogurt

1. **Core competence**

- Build up interests and good habits in learning English

- Build up responsive and independent-working characteristics to be a long-life learner

- Be supportive and collaborative in team work

- Demonstrate problem-solving and communicative skills through learning activities

1. **Personal qualities**

- Build up respective attitudes to others in the community

- Build up spirits of the responsibility for family and the community

1. **Teaching aids:**

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

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

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Alphabet Wave**   * Divide the a-z flashcards among all your students. * Put students in a line and play the ABC song.  As it plays each student must hold up their corresponding alphabet flashcard. | * Teacher – whole class |
|  | **Option 1:**  **"Guess the word" game**   * Divide the class into four teams. * Write a word on the board with several or all letters missing. (E.g. \_ \_ x – fox) * Have each team take turns calling out a letter. * Add the missing letters to the word if correctly guessed. * Give that team one point if it’s a correct guess. * Continue until the students guess the word correctly. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
|  | **Option 2:**  **"Pass the card" game**   * Divide the class into four teams. * Have students from each team stand in a line. * Give the first student of each team a card and say "Go." * Have students say the corresponding words and pass the cards over their heads to the ones behind them. * Have teams continue the game until their cards reaches the last students. * The last student in each line races to hand their card to the teacher and says the word. * Give the first team to name their card correctly one point. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
| 25’ | **New lesson** |  |
|  | **5. Listen and repeat. Trace. (CD2 - Track 36)**   * Play audio. Have students listen and repeat. * Demonstrate tracing the letters with your finger. * Have students work in pairs, stand face to face and trace the letters with their fingers. * Have some students demonstrate the activity in front of the class. | * Teacher – Whole class/ individuals/ pair work |
|  | **6. Listen and repeat. Write. (CD2 - Track 37)**   * Have students look at the pictures. * Demonstrate the activity. * Play audio. Have students point to the letter as they hear it. * Play audio again. Have students listen and repeat. * Have students trace and write the letters. * Have some students demonstrate the activity in front of the class. | * Teacher – Whole class/ individuals |
|  | **7. Sing. (CD2 - Track 38)**   * Play audio and have students listen. * Have students look at the lyrics. * Read the lyrics and do actions following them. * Play audio and have students listen, sing along, and do the actions. * Divide the class into four groups. * Have each group make a new verse with the word "yogurt" and sing along the same melody as the first one. * Have each group sing their song in front of the class. | * Teacher – Whole class/ individuals/ groupwork |
|  | **8. Listen and clap. (CD2 - Track 39)**   * Demonstrate the activity. * Have students stand up. * Have students clap when they hear the letter sound. | * Teacher – Whole class |
|  | **Jump**   * Divide the class into four teams. * Have one student from each team stand a distance from the board. * Draw two big circles on the floor. Each circle has a letter (Xx, Yy) * Call out one word (E.g. box). * The students try to jump into the circle with the corresponding letter then say “/ks/ box”. * The winner is the student who jumps into the correct letter circle first. | * Teacher – Whole class/ groupwork |
|  | **Workbook page 53**  *C. Listen and number. (WB 30)*   * Have students identify the pictures of part C. * Guide them how to do the text. * Play audio. Have students listen and write the number in each box. * Play audio again. Have students listen and check. * Check understanding and correct mistake as a whole class.   *D. Look and write.*   * Have students look at the pictures and try to complete the words. * Check understanding as a whole class and give the correct answers to the students. | * Teacher – Whole class/ individuals |
| 5’ | **Wrap up** |  |
|  | **Option 1**  **“Chalkboard Fun” game**   * Divide the class into four teams. * Each student takes out a small chalkboard, rag and a piece of chalk. * Prepare some flashcards or pictures and sticks them on the board. * Say a word or a letter then give the students fifteen seconds to write down. * When the time is up, all the students hold up the chalkboards. * Give the team which has all the correct answers one point. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
|  | **Option 2:**  **Patty Cake**   * Divide the class into pairs. * Have students sit facing each other. * The teacher says a word. (E.g. yogurt) * The students slap their knees once, clap their hands once, and then clap their partner’s hands once as they both say “/y/ /y/ yogurt”. * Continue doing the action for each of the two letters and words. | * Teacher – Whole class/ pair work |