**UNIT 1: IN THE SCHOOL PLAYGROUND**

**LESSON 1: P1, 2**

**I. OBJECTIVES**

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

- Identify the context of school playground, the letter B and the sound /b/ from given pictures and listening the words.

- Pronounce/say correctly the sound /b/ in isolation and in the words (Bill, ball, bike, book)

- Make a sound card and share with their friends, showing a positive attitude when talking with friends.

- Show their responsibilities for keeping their school playground clean and beautiful.

**\* LANGUAGE FOCUS.**

**- Key terms.**

*Ball, Bill, Book, Bike*

**II. INSTRUCTIONAL RESOURCES.**

- Given pictures, p.6

- 4 pictures of things in the school playground (*bill, ball, bike, book*)

- audios/ tracks on website: sachmem.vn

**III. LEARNING EXPERIENCES**

**1. Warm up: Listen to a song “ hello’**

- Listen to the song and dance with music.

- T reminds SS to focus:

 + Dance: like the video

+ Sing: like the video

 **2. Discover to build up the new knowledge.**

**Activity 1: Look at the picture to know the context and words**

**-** Look at the picture and identify the situation and the characters (Bilingual should be encouraged).

- *Who is she/ he?* (a girl and two boys)

*- Where are they?* (in the school playground)

*- What is it?* (ball, bill, bike)

- Identify the words ( book, Bill, bike and ball), draws Ss’ attention to the letter “B”

- T checks SS’ identifying by real objects.

**Activity 2: Listen and repeat** **(Kim’s game)**

- Listen to the letter B and the sound /b/, the sound /b/ in the word.

- Listen to the recordings of the words (book, Bill, bike, ball), point and repeat (twice/)

 + 1st: ….in chorus

 + 2nd; ...in chorus

 + 3rd: Team

 + Individuals (without listening)

- Assessment through a game “Kim’s game”.

**3. Practice**

**Activity 1: Point and say (pronounce correctly the sound and words)**

- Work in pairs, point to the picture and say.

- T models: T points to P A and say /b/ bike.

***-* Assessment: Quick check using Ps**

- Give remarks

**4. Application: Make sound card**

- Make a card in 5 minutes.

- Share with members of the class.

/b/

 St A: say /b/ ball.

- Give the comment.

**IV. REGULATION**

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**UNIT 1: IN THE SCHOOL PLAYGROUND**

**LESSON 2: P3,4,5**

**I. DESIRED OBJECTIVES**

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

- Pronounce correctly the sound /b/ in the words (ball, book, bike) and thephrases( *a ball, a book, a bike)* in a chant.

- Listen and identify the words *bike, ball, book.*

- Trace the letter *B/b.*

**\* LANGUAGE FOCUS.**

**- Key terms.**

*Ball, book, bike*

*A ball, a book, a bike*

**II. INSTRUCTIONAL RESOURCES.**

- 3 pictures of things in the school playground (*ball, bike, book*)

- audios/ tracks on website: sachmem.vn

**III. LEARNING PLAN**

**1. Warm up : game: Who’s faster (Quick game)**

- Greet

- Play the game: a group of four to play *Pelmanism* with the words *Bill, ball, bike, book* in front of the class.

- T/SS assesses and elicit the places mentioned in the game and lead them to the new lesson by saying “*You are going to learn the next of unit 1. This is lesson 1: P 3,4,5”*

 **2. Discover to build up the new knowledge.**

**Activity 1: Listen and chant ( School bus)**

**-** Work in pair to look at the picture and remind the words (book, bike, ball)

- Listen to the recording each line with 3 times and have 4 practises:

+ 1st : repeat in chorus, point to the line and repeat

+ 2nd : some ss repeat

+ 3rd : team (without listening)

+ 4th : individual

- T assess through game **School bus**.

 Rules: + Divide class into three teams: A-B-C

 + A school bus stop at team A/B or C, that team will chant

 A: Sentence 1,2 - B: Sentence 3,6 - C: sentence 4,5

Feedback: pronunciation/internation/ ineraction ….

**3. Practice**

**Activity 2: Listen and tick**

- Look at the pictures of Question 1, 2 and say what they can see
- Guess the answers

- Listen to recording to do ( 3times)

- A few pupils to the front of the class to point to the pictures .

- Assess through quick questions: what have you heard?.....

**Activity 3: Look and trace**

- Look at the letter *B* (upper case) and the letter *b* (lower case) in the video.

- A few pupils to come to the front of the class and write the letter *B* (upper case and lower case) on the book.

- Identify how the letter *B* (upper case and lower case) is traced.

- Trace the letter *B/b in the book*
- Some pupils show what they have done.

**4. Wrap up:**

1. What have you learnt from the lesson today? (by drawing/saying/writing….in their notebooks)

2. What’re the core value of the lesson?

- Label sticker

- Show their love for features of scene by drawing simple symbols.

**IV. REGULATION**

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**UNIT 1: IN THE SCHOOL PLAY GROUND**

**LESSON 3: P6,7,8**

**I. DESIRED OBJECTIVES**

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

1. Identify the situation in the picture with the sentence pattern “Hi, I’m Bill” and “Bye, Bill” (setting, participants, topic)

3. Identify the sentence pattern “Hi, I’m\_\_\_\_\_\_\_\_\_\_\_\_” to greet and introduce someone’s name and “ Bye, \_\_\_\_\_\_\_\_\_” to say goodbye to someone.

4. Practice and use the sentence pattern “Hi, I’m\_\_\_\_\_\_\_\_\_\_\_\_” to greet and introduce someone’s name and “ Bye, \_\_\_\_\_\_\_\_\_” to say goodbye to someone.

5. Perform the song, using the structure: “Hi, I’m\_\_\_\_\_\_\_\_”.

**\* LANGUAGE FOCUS.**

**1. Key terms.**

Bill, hi, I, bye

**2. Key grammatical structure**

The sentence patterns: Hi, I’m \_\_\_\_\_\_

Bye, \_\_\_\_\_\_\_\_\_\_\_

**II. INSTRUCTIONAL RESOURCES.**

- A laptop

- Flash cards.

**III. LEARNING EXPERIENCES**

**1. Warm up: Listen and chant**

- Listen and chant

- Listen: today we are going to learn how to greet and introduce the name, then say goodbye to someone.

**2. Discover to build up the new knowledge.**

**Activity 1: Listen and repeat**

**-** Look at the picture and identify the situation and the characters (Bilingual should be encouraged).

- What is Bill doing? (greet and introduce the name)

- What is the boy doing ? (say goodbye)

- What is it? (ball, bill, bike)

- Listen to the recording twice, then listen and repeat once or twice.

- Elicit the sentence pattern: Hi, I’m................./ Bye,................... and explain the meaning and the use (to greet and introduce someone’s name/ say goodbye to someone.)

- Some pairs perform in front of class. Correct their pronunciation and internation if necessary.

**3. Practice**

**Activity 1: Let’s talk (Quick game)**

- Ask and answer about possession.

- Do model with teacher : T: Hi, I’m Huyen

 A: Hi, I’m Lan

 T: Bye, Lan

 A: Bye, Ms Huyen

- Work in pairs to drill the structure in 4 minutes (T moves around to observe, takes notes)

- Some pairs talk in front of class.

**4. Application**

**Activity 1: Sing (Observation sheet)**

- Work in groups of four to choose one of the three words they like (.............)

- Say out the sentence with their word: I have...........................

- Listen to the recording again, sing along.

- Divide class into 2 groups (A-B).

 A - sings: sentences 1, 2

 B - sings: sentences 3,4

 - Students to sing the song in groups, some groups to act out to the whole class. (Give feedback).

|  |  |  |  |
| --- | --- | --- | --- |
| Group | Spelling | Attitude | Gestures |
| A | v/ok | Sad |  |
|  |  |  |  |
|  |  |  |  |

**Activity 2: Wrap-up**

- Revise the main teaching point of the lesson: Hi, I’m................./ Bye,................... and explain the meaning and the use

- Sing the song changed the actions at home.

**IV. REGULATION**

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