**UNIT 4: IN THE BEDROOM**

**Lesson 1: P1, 2**

**I. OBJECTIVES**

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

- Identify the context bedroom , the letter d and the sound / **d** / from given pictures and listening the words.

- Pronounce/say correctly the sound / **d** / in isolation and in the words (duck, dog, desk, door)

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

**\* LANGUAGE FOCUS.**

**- Key terms.**

Duck, dog, desk, door

**II. INSTRUCTIONAL RESOURCES.**

- 4 pictures: duck, dog, desk, door

- Laptop

- Paper, crayons, pencil and rubber

**III. LEARNING PLAN**

**1. Warm up: Listen to a song**

- Chant with music.

**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).

 - How many people are there in the picture? (a boy)

- Where are they? (in the bedroom)

- What is it? (duck, desk, door, dog)

- Elicit to help SS identify the words (duck, desk, door, dog), draws Ss’ attention to the letter “d”

- Checks SS’ identifying by things.

**Activity 2: Listen and repeat**

- Introduce the letter d and the sound /**d**/, the sound /**d/** in the word.

- Listen to the recordings of the words (duck, door, desk, dog), point and repeat

 + 1st: ….in chorus

 + 2nd; ...in chorus

 + 3rd: Team

 + Individuals (without listening)

- Assessment through a game “ Slap the board”.

**3. Practice**

**Activity 1: Point and say (board race)**

- Play game: board race

- T introduce how the way to play game:

+ Divide the class into teams. Each team has a set of ﬂashcards and tell them to share them out so that each pupil has one card.

+ Each team to stand in a circle and hold up their ﬂashcards

+ When you call out a word, the two pupils who are holding the beginning and ending of the word must find each other, run to the board and stick the ﬂashcards in the correct order. The fastest pair wins one point.

**- Assessment: Quick check using Ps**

- Give remarks

**4. Application: Make a sound card**

- Make a sound card in pair

- Share them with the class

- Give the comments

**IV. REGULATION**

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**UNIT 4: IN THE BEDROOM**

**Lesson 2: P3, 4, 5**

**I. DESIRED OBJECTIVES**

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

- Say the letter D/d; the words door, duck, desk, dog; the phrases containing /**d**/ and the phrases in the chant.

- Listen and recognise the words

- Write the letter D/d

**\* LANGUAGE FOCUS.**

- Vocabulary: duck, door, dog, desk

 a duck, a dog, a door, a desk

**II. INSTRUCTIONAL RESOURCES.**

- 4 pictures (duck, dog, door, desk)

- Laptop/ speaker

**III. LEARNING PLAN**

**1. Warm up : Game: Slap the board**

- Greet Ss.

- Play the game: Slap the board

- T/SS assesses and elicit the words mentioned in the game (dog, duck, desk, door) and lead them to the new lesson.

 **2. Activity 1: Listen and chant**

**-** Work in pair to look at the picture and remind the words (duck, door, dog, desk, a duck, a dog, a door, a desk )

- Listen and repeat each line with 3 times

**-** Practise chanting and doing the actions

**-** Chant in two groups. One group chants the questions, the other chants the answers.

\* T’s and Ss' asessment: give oral comments (focus on their exact sound, rhythm, melody, chant beautifully ).

**Activity 2: Listen and tick**

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

- T introduces how to listen and tick
- Guess the answers

- Listen to recording to do ( 3times)

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

 **\* Assessment: Q- A**

+ What have you heard in question 1? Orange or apple?

+ What have you heard in question 2? Bag or hat?

**Activity 3: Look and trace**

- Look at the letter D (upper case) and the letter d (lower case) in the video.

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

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

- Trace the letter D/d in the book
- Some pupils show what they have done.

**4. Wrap up:**

- Retell the content of the lesson.

- Share the chant with the members of your family at home.

**IV. REGULATION**

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**UNIT 4: IN THE BEDROOM**

**Lesson 3**

**I. DESIRED OBJECTIVES**

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

- Identify the situations ( setting, participants, topic) and the sentence pattern This is a.............................

- Use the sentence structures This is a.................to introduce things.

- Perform the song in interesting ways by using appropriate tone and meaningful gestures

**\* LANGUAGE FOCUS.**

- Vocabulary: duck, door, dog, desk

 a duck, a dog, a door, a desk

**II. INSTRUCTIONAL RESOURCES.**

- 4 pictures (duck, dog, door, desk)

- Laptop/ speaker

**III. LEARNING PLAN**

**1. Warm up : Game: Sit and Stand Game**

- Greet Ss.

- Play the game: Sit and stand game.

- Show the letter cards one by one.

- For example, show the card with **Dog**, but incorrectly say **cat** the students will stand; if the words are correctly said, they will stay sitting.

- T/SS assesses and elicit the words mentioned in the game (dog, duck, desk, door) and lead them to the new lesson.

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

**Activity 1: Listen and repeat**

- Discover and talk about the context (guess)

- T supports SS:

2. T point to a bag and ask: What’s this? (dog)

- Ask ss to look at the bag

**-** Play the recording twice.

- Listen and repeat once or twice.

- Elicit the sentence pattern: This is a ................. and explain the meaning and the use (introduce things.)

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

**3. Practice**

**Activity 1: Let’s talk (throw the ball)**

- Thrwow the ball around the class

- Listen to the tape, when stop the tape, Ss stop throwing the ball and talk: This is a......

e.g. Teacher: (point to the picture, )

 Ss: This is an apple.

- Give the comment

**4. Application**

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

- Read each line of the song

- T open tape, ss listen to the song a few times and do choral and individual repetition line by line

- Practise the song in groups.

\* Observation and Oral comment: feedback: lyric, rythm and cooperation.

- some groups sing in front of the class, others sing along and clap hand

\*Oral: checklist and feedback:

|  |  |  |  |
| --- | --- | --- | --- |
| Group | spelling | Attitude | Gestures |
| A | Good/ ok  | sad | Friendly/ not friendly |
| B |  |  |  |
| C |  |  |  |

- Class sing a song again and claps their hand a few times.

**IV. REGULATION**

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