**UNIT 6: IN THE CLASSROOM**

**LESSON 1: P1, 2**

**I. OBJECTIVES**

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

- Identify the context in the classroom, the letter E and the sound /e/ from given pictures and listening the words.

- Pronounce correctly the sound /e/ in isolation and in the words (pen, pencil, bell, red)

- Play game: Whispers (race version) , showing a positive attitude when talking with friends.

**\* LANGUAGE FOCUS.**

**- Key terms.**

pen, pencil, bell, red

**II. INSTRUCTIONAL RESOURCES.**

- 4 pictures (pen, pencil, bell, red)

- Laptop

**III. LEARNING EXPERIENCES**

**1. Warm up: Listen to a song “colour song”**

- Listen to the song and dance with music.

- 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** (Observation)

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

+ How many people are there in the picture? (two: a boy and a girl)

+ Where are they? (in the classroom)

+ What are they? (pen, pencil, bell, red)

- Identify the words (pen, pencil, bell, red), draws Ss’ attention to the letter “E”

- T checks SS’ identifying by flashcards.

**Activity 2: Listen and repeat (**Observation)

- Listen to the letter E, the sound /e/ and the sound /e/ in the word.

- Listen to the recordings of the words (pen, pencil, bell, red), 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 (** Observation & Quick game)

- Point to the picture and say.

- Work in pairs in 4 minutes to point and say.

- Do the task.

- Assessment: Quick check using Ps

- Give remarks

**4. Application: Pass the board**

- Play game: Pass the board

- Do the task in 5 minutes.

- Give the comments

**IV. REGULATION**

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**UNIT 6: IN THE CLASSROOM**

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

**I. DESIRED OBJECTIVES**

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

- Pronounce correctly the sound say the letter E/e, the words pen, pencil, bell, red and the phrases a red pen, a red pencil in a chant.

- Listen and recognise the sentence: I have a red........

- Trace the letter E/e

**\* LANGUAGE FOCUS.**

**- Key terms.**

Red, bell, pen, pencil

**II. INSTRUCTIONAL RESOURCES.**

- 3 pictures (pen, pencil, bell)

- Laptop

**III. LEARNING PLAN**

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

- Play the game: a group of four to play Pelmanism with the words red, bell, pen, pencil in front of the class.

- Play in 4 minutes.

- 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 6. This is lesson 2: P 3,4,5”

**2.**

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

**-** Work in pair to look at the picture and remind the words (red, pen, pencil, bell)

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

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

- T elecits sentence: a red .............

+ 2nd : some ss repeat

+ 3rd : team (without listening)

+ 4th : individual

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

Rules: + Divide class into two teams: A-B

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

A: From sentence 1 to sentence 3

B: From sentence 4 to sentence 6

**Activity 2: Listen and tick (**Observation; Questions & answers)

- Use pencil, listen and tick

- Listen to recording to do the task. ( 3times)

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

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

Expected answers: 1. a 2. b

**Activity 3: Look and Write** (Observation)

- Look at the letter E in the video, then a few pupils to come to the board and write the letter B (upper case and lower case).

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

- Trace the letter E/e in the book  
- Show what they have done.

**3. Wrap up:**

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

**IV. REGULATION**

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**UNIT 6: IN THE CLASSROOM**

**Lesson 3: Part 6, 7, 8**

**I. DESIRED OBJECTIVES**

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

- Revise the words they have learnt: pen, pencil, red, bell

- Identify the situations of Bill ( setting, participants, topic) and the sentence pattern It’s a red.............................

- Use the sentence structures It’s a red .................to introduce a thing.

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

**\* LANGUAGE FOCUS**

**Vocabulary**

Pen, pencil, red, bell

**Key grammatical structures**

It’s a red..................

I have a......

He has a......

**II. INSTRUCTIONAL RESOURCES**

- Pictures (pen, pencil, red, bell)

- audios/ tracks on website: sachmem.vn

- Laptop

**III. LEARNING EXPERIENCES**

**1. Warm-up (Greeting & game)**

- Greet Ss.

- SS play game: Slap the board

- T/SS assesses and elicit the places mentioned in the game (pen, pencil, red, bell).

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

**Activity 1: Language in put (Observation)**

- Discover the picture and talk about the context (guess)

- T supports SS:

1. Point the picture and ask : who’s he? (Bill)

2. What’s he pointing? (red pen)

- Look at the books and listen to the recording twice.

- Listen and repeat once or twice.

- Elicit the sentence pattern: It’s a red................. and explain the meaning and the use (to introduce a thing.)

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

**3. Practice**

**Activity 1: Listen and repeat**

- Listen to the recording 3 times and repeat

- Work in pairs to point and say.

- Some students repeat

- Give the comments

**Activity 2: Let’s talk**

- Work in pairs to to ask and answer about possession.

- T models with a pen: T: It’s a red pen

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

- Play game pass ball.

**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...../ It’s a red......./ He has.......

- Listen to the recording again, have students listen, sing along.

- Divide class into 3 groups (A-D).

A - sings: sentences 1, 2

B - sings: sentences 3

C - sings: sentences 4, 5

D - sings: sentences 6

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

|  |  |  |  |
| --- | --- | --- | --- |
| Group | Spelling | Attitude | Gestures |
| A | v/ok | Sad |  |
|  |  |  |  |
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**IV. REGULATION**

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