**UNIT 7: IN THE GARDEN**

**Lesson 1: P1, 2**

**I. OBJECTIVES**

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

- Identify the context in the garden, the letter **G** and the sound / **g** / from given pictures and listening the words.

- Pronounce correctly the sound / **g** / in isolation and in the words (garden, goat, gate, girl).

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

**\* LANGUAGE FOCUS.**

**- Key terms.**

Goat, gate, girl, garden

**II. INSTRUCTIONAL RESOURCES.**

- Laptop/ speaker

- 4 pictures (goat, gate, girl, garden)

**III. LEARNING PLAN**

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

- Listen to the song and dance with music.

- T reminds SS to focus:

+ Sing and do actions

**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 girl)

+ Where is she? (in the garden)

+ What is it in the? (flower, goat, gate, .....)

- Elicits to help SS identify the words (goat, girl, gate, garden), draws Ss’ attention to the letter “G”

- T checks SS’ identifying by things.

**Activity 2: Listen and repeat**

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

- Listen to the recordings of the words (goat, gate, girl, garden), point and repeat .

- Assessment through a game “Slap the board”.

- Give the comment.

**3. Practice**

**Activity 1: Point and say (Touching Game)**

- Play game: Touching Game

- Do the task in 5 minutes

- Assessment: Quick check using Ps

- Give remarks

**4. Wrap-up.**

- Summarize the main teaching point of the lesson.

- Share the words with the members of the family.

**IV. REGULATION**

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**UNIT 7: IN THE GARDEN**

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

**I. OBJECTIVES**

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

- Revise the words they have learnt: goat, girl, gate, garden

- Say the letter G/g; the words garden, goat, gate, girl; the phrases containing /**g**/.

- Listen and recognise the words

- Write the letter G/g

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

**\* LANGUAGE FOCUS.**

**- Key terms.**

Goat, gate, girl, garden

**II. INSTRUCTIONAL RESOURCES.**

- Student’s book

- 4 pictures (goat, gate, girl, garden)

- Laptop

**III. LEARNING PLAN**

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

- Play game: Slap the board

- Play in 2 teams in 4 minutes

Garden

G

Girl

Gate

Goat

- Give the comment and lead to the new lesson.

**2.**

**Activity 1: Listen and chant**

**-** Work in pair to look at the picture and remind the words (goat, gate, girl), garden)

- Listen to the recording each line with 3 times and repeat

**-** 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 trace** (Observation)

- Look at the pictures and say the words.

- Listen to the recording three times to tick.

- Go the board to do (2 students)

- Listen to the recording again to check.

- Check the answers by asking “a or b?” and encourage them to repeat.

Expected answer: 1. B 2. A

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

- Look at the letter G (upper case) and the letter g (lower case) in the video.

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

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

- Trace the letter G/g in the book  
- Some pupils show what they have done.

**4. Application: Make sound card**

- Draw a thing (unit 7) in a paper and share with their friends.

**IV. REGULATION**

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**UNIT 7: IN THE GARDEN**

**Lesson 3: P6,7,8**

**I. DESIRED OBJECTIVES**

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

- Revise the words they have learnt: goat, girl, gate, garden

- Identify the situations ( setting, participants, topic) and the sentence pattern: There’s a........................ to introduce a thing.

- Use the sentence structure: There’s a.................to introduce a thing.

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

**\* LANGUAGE FOCUS**

**Vocabulary**

goat, girl, gate, garden

**Key grammatical sentence patterns**

There’s a..................

**II. INSTRUCTIONAL RESOURCES**

- Student’s book

- Pictures (goat, girl, gate, garden)

- Laptop/ Speaker

- A ball

**III. LEARNING PLAN**

**1. Warm up : game: Hot seat (Quick game)**

- Greet .

- Play the game: Hot seat.

+ Devide into 2 teams.

+ A student in each team sits on a chair - the Hot Seat - back to the screen or board and must not turn around

+ The class has to explain to the the team what the word is, without mentioning it.

+ The game ends when the student guesses the word. The team get most points, that will win.

- T/SS assesses and elicit the words mentioned in the game (girl, goat, gate, garden) and lead them to the new lesson by saying “You are going to learn the next of unit 7. This is lesson 3

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

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

- Discover and talk about the context (guess)

- T supports SS:

+ T point to a girl and ask: What’s this? (It’s a girl.)

- Listen and repeat.

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

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

**3. Practice**

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

- Throw the ball around the class. Teacher play the tape. When stop the tape, Ss stop throwing the ball and answer the question, using There’s .............. to introduce a thing.

- Do the task in 5 minutes

e.g. Teacher: (point to the picture, ) Ss: There’s a girl.

- Give the comment.

**4. Application**

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

- Read each line of the song

- 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 |  |  |  |

- Sings a song again and claps their hand a few times.

**5. Wrap up**:

- Revise the main teaching point of the lesson: There’s a.................

- Sing the song changed the actions at home, make the video and will show their product next lesson.

**IV. REGULATION**

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