**UNIT 8: IN THE PARK**

**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 **H** and the sound / **h** / from given pictures and listening the words.

- Pronounce/say correctly the sound / **h** / in isolation and in the words (Hand, head, horse, hair).

- Say the letter H/h; the words Hand, head, horse, hair; the phrases containing /**h**/.

**\* LANGUAGE FOCUS.**

**- Key terms.**

Hand, head, horse, hair

**II. INSTRUCTIONAL RESOURCES.**

- Student’s book

- 4 pictures (Hand, head, horse, hair)

- Laptop/ Speaker

**III. LEARNING PLAN**

**1. Warm up: Play game: Simon say**

**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? (four)

- Where is she? (in the park)

- What is it in the? (Hand, head, horse, hair.....)

- Identify the words (Hand, head, horse, hair), attention to the letter “h”

- Checks SS’ identifying by things.

**Activity 2: Listen and repeat**

- Listen to the letter h and the sound / **h** /, the sound /**h/** in the word in video

- Listen to the recordings of the words (Hand, head, horse, hair), point and repeat

 + 1st: ….in chorus

 + 2nd; ...in chorus

 + 3rd: Team

 + Individuals (without listening)

- Assessment through a game “Kim game”.

**3. Practice**

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

- Play game

- T introduce how the way to play game:

+ Put the 4 phonics cards on the board in this order: Hand, head, horse, hair

+ Divide the class into 2 teams; call one student of each team to stand 1m from the board

+ Read one of the four words out loud (e.g. **head** ), students must run to tap the card of that word and say

+ Student who taps the correct card first will get 1 point for his/her team.

- Do the task in two team in 5 minutes

- Assessment: Quick check using Ps

**4. Application: Play game: Word Game**

- Play game : Word game

- T supports:

+ Divide the class into four groups and give each group five cards with the words that pupils have learnt.

+ Students in each group to hold the flashcards. Each pupil holds one card, the other pupils in the group observe

+ Say one sound, for example /g/. The pupils who hold the cards with the words containing the sound /g/ (for example: girl, goat, gate, ...) run to the board and show them to the class.

+ Look at the words and announce the winner.

- Do the task in 5 minutes.

- Give the comment.

**IV. REGULATION**

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**UNIT 8: IN THE PARK**

**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 H/h, the words hair, hand, horse, head and the phrases Hoa’s ........... in a chant.

- Listen and recognise the sentence: It’s a ........

- Trace the letter H/h

**\* LANGUAGE FOCUS.**

**- Key terms.**

 hair, hand, horse, head

- **Key grammatical structure**

The sentence patterns: It’s a ........

**II. INSTRUCTIONAL RESOURCES.**

- Student’s book, p.35

- Laptop

**III. LEARNING PLAN**

**1. Warm up : Game: Simon says (Quick game)**

- Greet Ss.

- Play the game: Simon says

- 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 8. This is lesson 2: P 3,4,5”

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

**Activity 1: Listen and chant**

**-** Work in pair to look at the picture and remind the words (hair, hand, horse, head)

- 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: Hoa’s .............

+ 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

**3. Practice**

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

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

- Listen to the teacher to know 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 .

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

**Expected answers:** 1. B 2. A

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

- Look at the letter H (upper case) and the letter h (lower case) in the video.

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

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

- Trace the letter H/h in the book
- Show what they have done.

**4. Wrap up:**

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

**IV. REGULATION**

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**UNIT 8: IN THE PARK**

**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: head, hand, horse, hair

- Identify the situations of a girl ( setting, participants, topic) and the sentence pattern Touch your .................

- Use the sentence structures Touch your .................to express a command.

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

**\* LANGUAGE FOCUS**

 **Vocabulary**

head, hand, horse, hair

 **Key grammatical structure**

Touch your .....................

**II. INSTRUCTIONAL RESOURCES**

- Student’s book, p.36

- Situational pictures and activity pictures on page 36

- audios/ tracks on website: sachmem.vn

- Laptop

**III. LEARNING EXPERIENCES**

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

- Greet Ss.

- Play game: Slap the board

- T/SS assesses and elicit the places mentioned in the game (head, hand, horse, hair).

**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? (a girl)

2. What’s he pointing? (hair)

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

- Listen and repeat once or twice.

- Elicit the sentence pattern: Touch your................. and explain the meaning and the use (to express a command.)

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

**3. Practice**

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

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

- T models with a hand: T: Touch your hand.

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

**4. Application**

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

- Say out the sentence with their word: Touch your ..................

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

- Divide class into 3 groups to sing.

- 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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