**UNIT 1: AT MY BIRTHDAY PARTY**

**LESSON 1: P1, 2**

**I. OBJECTIVES**

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

- Identify the context at home, the letter P and the sound /p/ from given pictures and listening the words.

- Pronounce correctly the sound /p/ in isolation and in the words (popcorn, pasta, pizza.)

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

- Show their responsibilities for party happy and beautiful.

**\* LANGUAGE FOCUS.**

**- Key terms.**

popcorn, pasta, pizza

**II. INSTRUCTIONAL RESOURCES.**

- 3 pictures of things in the school playground (popcorn, pasta, pizza)

- 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).

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

- *Who are they?* (two girls and two boys)

*- Where are they?* (in the birthday party)

*- What are they?* (popcorn, pasta, pizza)

- Identify the words (popcorn, pasta, pizza), draws Ss’ attention to the letter “P”

- T checks SS’ identifying by flashcards.

**Activity 2: Listen and repeat**

- Listen to the letter P and the sound /p/ the sound /p/ in the word and the words (popcorn, pasta, pizza), 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**

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

- T models: T points to picture and say /p/ pizza.

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

- Give remarks

**4. Application: Make sound card**

- Make a card and share with their friends.

**IV. REGULATION**

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**UNIT 1: AT MY BIRTHDAY PARTY**

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

**I. DESIRED OBJECTIVES**

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

- Pronounce correctly the sound /P/ in the words (popcorn, pasta, pizza) and thesentence

( *I like ............)* in a chant.

- Listen and recognise the sentence: I like...................*.*

- Write the letter *P/p* and complete the words \_\_\_opcorn, \_\_\_asta, \_\_izza*.*

**\* LANGUAGE FOCUS.**

**- Key terms.**

popcorn, pasta, pizza

- **Key grammatical structure**

The sentence patterns: I like \_\_\_\_\_\_\_\_

**II. INSTRUCTIONAL RESOURCES.**

- 3 pictures of things in the school playground (*pizza, popcorn, pasta*)

- 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 *pizza, popcorn, pasta* 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**

**-** Work in pair to look at the picture and remind the words (popcorn, pasta, pizza)

**-** 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: I like.............

+ 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 7

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 write**

- Look at the letter *P* (upper case) and the letter *p* (lower case) in the video.

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

- Write the letter *P/p in the book*  
- Some pupils show what they have done.

**4. Wrap up:**

a. 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: AT MY BIRTHDAY PARTY**

**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 “The...........is yummy” (setting, participants, topic)

3. Identify the sentence pattern “The ................ is yummy” to express this feeling about a particular food.

4. Practice and use the sentence pattern “The .................... is yummy” to express this feeling about a particular food..

5. Perform the song, using the structure: “The ........... is yummy.”

**\* LANGUAGE FOCUS.**

**1. Key terms.**

Pasta, popcorn, pizza, yummy

**2. Key grammatical structure**

The sentence patterns: The................is yummy

**II. INSTRUCTIONAL RESOURCES.**

- a laptop

- flash cards

**III. LEARNING EXPERIENCES**

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

- Listen and chant

- T assess: Chant beautiful/....

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

**Activity 1: Listen and repeat (Observation)**

- Discover the picture and talk about the context which place it is (guess)

- T supports SS:

1. Point to the boy, ask “who is he?” (he is Bill)

2. What is he having? (popcorn)

3. What do you feel when you eat popcorn? (yummy)

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

- Listen and repeat once or twice.

- Elicit the sentence pattern: “The popcorn is yummy” and explain the meaning and the use (express this feeling about a particular food.)

*The..........................is yummy.*

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

**3. Practice**

**Activity 1: Let’s talk (Ball Game)**

- Work in pairs to talk some sentences to express this feeling about a particular food.

- T models : The banana is yummy

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

- T/SS assess through game **Think fast**.

Rules: + Divide class into two teams: Boys – Girls.

+ T will give some words/ pictures to ss use The...............is yummy to talk.

Feedback: pronunciation/internation/ ineraction ….

**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 like .................. The...............is yummy

- Listen to the recording again, sing along.

- Divide class into 4 groups (A-D).

A: sings: the first sentence

B: sings: the second and third sentence

C: sings: the fourth and fifth sentence

D: sings: the sixth and senventh sentence

- 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:**  **Small project: My food**

**-** Choose a food/words they like and draw and say about it.

- T instructs them to do:

+ T’s picture and say: The chicken is yummy

- Do the task in 4 minutes, then talk in front of the class.

- Give the comments.

**IV. REGULATION**

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