**UNIT 2: IN THE BACKYARD**

**LESSON 1: P1, 2**

**I. OBJECTIVES**

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

1. Identify the context of dining room, the letter K/k and the sound /k/ from given pictures and listening the words.

2.Say correctly the sound /k/ in isolation and in the words (bike, kite, kitten)

3.Make a picture and share with their friends, showing a positive attitude when talking with friends.

**\* LANGUAGE FOCUS.**

**- Key terms.**

bike, kite, kitten

**II. INSTRUCTIONAL RESOURCES.**

- 3 pictures of things in the school playground (bike, kite, kitten)

- Laptop

**III. LEARNING PLAN**

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

- Listen to the song and do actions with music.

- T reminds SS to focus:

 + Sing and do actions happy

**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? (Three)

- Who are they? (two girls and a boy)

- Where are they? (in the backyard)

- What is it? (bike, kite, kitten)

- Elicit to identify the words ( bike, kite, kitten), draws Ss’ attention to the letter “K”

- T checks SS’ identifying by things.

**Activity 2: Listen and repeat**

- Listen to the letter K and the sound /k/, the sound /k/ in the word.

- Listen to the recordings of the words (bike, kite, kitten), point and repeat

 + 1st: ….in chorus

 + 2nd; ...in chorus

 + 3rd: Team

 + Individuals (without listening)

- Assessment through a game “Kim’s game”.

**3. Practice**

**Activity 1: Point and say**

- Point to the picture and say.

+ T models: T points to P A and say /k/ kite.

- Work in pairs in 3 minutes

- Assessment: Quick check using Ps

- Give remarks

**4. Application: Make sound card**

- Draw a picture and share with their friends.



St A: say /k/ kite.

- Give the comments.

**IV. REGULATION**

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**UNIT 2: IN THE BACKYARD**

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

**I. DESIRED OBJECTIVES**

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

- Say the letter K/k, the words kite, bike, kitten, the phrases/sentences containing /k/ and kite, bike, kitten, the sentence structure He’s/She’s \_\_\_\_\_ (verb + –ing). in a chant.

- Listen and recognise the words kite, bite, kitten and the sentence structure He’s/She’s \_\_\_\_\_ (verb + –ing).

- Write the letter K/k and complete the words \_\_ite, bi\_\_e, \_\_itten.

**\* LANGUAGE FOCUS.**

**1. Key terms.**

Kite, bike, kitten

**2. Key grammatical structure**

She’s / He’s + (V-ing)

**II. INSTRUCTIONAL RESOURCES.**

- 3 pictures of things in the backyard ( kite, bike and kitten)

- computer

**III. LEARNING PLANS**

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

- Play the game: Who’s faster? in groups.

+ T says the words.

+ Ss pick up pictures and say aloud.

Assesses and elicit the places mentioned in the game ( kite, bike, kitten) and lead them to the new lesson by saying “You are going to learn the next of unit 2. 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 (kite, bike, kitten) and guess

- Support ss to focus:

+ What’s she doing? She’s playing with a kitten.

+ What’s he doing? - He’s flying a kite.

 - He’s riding a bike.

- Elicit the meaning of the word “fly, ride, play” an the sentence pattern “She’s/ He’s ….(V+ing).” by saying and doing the action.

- Listen twice and 4 practises:

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

+ 2nd : some ss repeat

+ 3rd : team A, B (without listening)

+ 4th : individual

- Assess through game **School bus**.

 Rules: + Divide class into three teams: kite- bike-kitten

 + A school bus stop at team kite/bike or kitten, that team will chant with team’s name

Feedback: pronunciation/internation/ ineraction ….

**3. Practice**

**Activity 2: Listen and circle**

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

- Listen to recording to circle

- 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 trace**

- Look at the letter K (upper case) and the letter k (lower case) in the video.

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

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

- Trace the letter K/k in the book
- Some pupils show what they have done.

**4. Wrap up:**

1. What have you learnt from the lesson today? (by drawing/saying/writing….in their notebooks)

2. 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 2: IN THE BACKYARD**

**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: kite, bike and kitten.

- Identify the situations for a conversation between the boy and the girl ( setting, participants, topic) and the sentence pattern Is she/he.........? – Yes, she/he is …./ No, she/ he isn’t.

- Use the sentence structures Is he/ she \_\_\_\_\_ (verb + -ing)? and Yes, he/ she is. /No, he/ she isn’t. to ask and answer about actions in progress.

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

**\* LANGUAGE FOCUS**

 **Vocabulary**

Kite, bike, kitten

**Key grammatical structure(s)/ sentence patterns**

Is he/she \_\_\_\_\_ (verb + -ing)? and Yes, he/ she is. /No, he/ she isn’t.

**II. INSTRUCTIONAL RESOURCES**

- Situational pictures and activity pictures on page 11

- Pictures (kite, bike, kitten)

- computer

**III. LEARNING EXPERIENCES**

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

- Play game: What’s Missing? Game, using the pictures and flashcards with the incompleted words \_ite, \_itten and bi\_e.

- Guess the missing letters and say the words correctly

- Assesses and elicit the places mentioned in the game (kite, kitten, bike).

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

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

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

- Support SS:

1. Point the whole picture and ask “where is it?” (in the park / playground )

2. Point to the girl, ask “what is she doing?” (She is flying a kite)

3. Point to the boy, ask “what is he doing?” (He’s is )

- Look at the books and listen the recording twice.

- Listen and repeat once or twice.

- Elicit the sentence pattern: “Is he/she \_\_\_\_\_ (verb + -ing)? and Yes, he/ she is. /No, he/ she isn’t.” and explain the meaning and the use (ask and answer about actions in progress.

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

**3. Practice**

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

- Ask and answer about actions in progress

- Does model with a student: T: Is he flying a kite? - St A: Yes, she is

 T: Is she flying a kite? – St A: No, she isn’t

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

**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: Is she/he ................. – yes, she/he is

 - No, she/he isn’t

- Listen and sing along.

- 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:** **Wrap-up**

- Revise the main teaching point of the lesson- the structure: he/ she is......... (verb + -

ing)? and Yes, he/ she is. /No, he/ she isn’t. to ask and answer about actions in progress.

- Sing the song changed the actions at home.

**IV. REGULATION**

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