**UNIT 3: AT THE SEASIDE**

**LESSON 1: P1, 2**

**I. OBJECTIVES**

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

- Identify the context of seaside, the letter S and the sound /s/ from given pictures and listening the words.

- Pronounce correctly the sound /s/ in isolation and in the words (sea, sail, sand)

- Make simple pictures and share with their friends, showing a positive attitude when talking with friends.

**\* LANGUAGE FOCUS.**

**- Key terms.**

Sea, sail, sand

**II. INSTRUCTIONAL RESOURCES.**

- Crayon, paper, pencil, rubber

- 3 pictures (sea, sail, sand)

**III. LEARNING EXPERIENCES**

**1. Warm up: Listen to a song “ phonic song’**

- 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 in the picture? (three)

+ Where are they? (on the sea)

+ What are they doing? ( girl: look , boy: go fishing, father: pull role (ss can speak vietnamese))

+ What is it? (sail, sand, sea)

- T elicits to help SS identify the words ( sail, sand and sea), draws Ss’ attention to the letter “S”

- Check SS’ identifying by real objects.

**Activity 2: Listen and repeat**

- Watch the letter S and the sound /s/, the sound /s/ in the word.

- Listen to the recordings of the words (sail, sand, sea), point and repeat (twice/)

 + 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**

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

- T models: Point to picture and say /s/ sea.

- Do the task in pairs in 4 minutes

- Some ss point and say in front of the class

- Assessment: Quick check using Ps

- Give remarks

**4. Application: Make a simple picture**

* Make picture and share with their friends.



I can see the sail.

**IV. REGULATION**

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**UNIT 3: AT THE SEASIDE**

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

**I. DESIRED OBJECTIVES**

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

- Say the letter S/s, the words sea, sail, sand; the sentence structure I can see............... in a chant.

- Listen and recognise the words and the sentence structure I can see...................

- Write the letter S/s and complete the words sea, sail, sand.

**\* LANGUAGE FOCUS.**

**- Key terms.**

Sail, sand, sea

**- Key grammatical structure**

The sentence patterns: I can see........

**II. INSTRUCTIONAL RESOURCES.**

- 3 pictures: sail, sand, sea

- Laptop/ speaker

**III. LEARNING PLAN**

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

- Greet and play the game: Hot seat in 3 minutes

- T/SS assesses and elicit the words mentioned in the game (apple, bag, can, hat) and lead them to the new lesson.

 **2.**

**Activity 1: Listen and chant**

**-** Work in pairs to look at the picture and remind the words (sea, sail, sand) and guess

- T supports ss to focus:

+ What’s he looking? (he’s looking at the sea, the sail and the sand).

- Elicit the sentence pattern “I can see …..”.

- 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

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

\* T’s and Ss' asessment: give oral comments (focus on their exact sound, rhythm, melody, chant beautifully ).

**Activity 2: Listen and circle (Q-A)**

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

- Liten to teacher saying: how to listen and circle
- Guess the answers

- Listen to recording to do 3 minutes

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

**\* Assessment: Q- A**

+ What have you heard in question 1? Sail or sun?

+ What have you heard in question 2? Sail or seaside?

**Activity 3: Look and trace**

- Look at the letter S (upper case) and the letter s (lower case) in the video.

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

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

- Trace the letter S/s and the words in the book in 3 minutes
- Some pupils show what they have done.

**3. Wrap-up**

1. What have you learnt from the lesson today?

 - Revise the main teaching point of the lesson: Let’s look at the.................

2. What’re the core values of the lesson?

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

**IV. REGULATION**

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**UNIT 3: AT THE SEASIDE**

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

**I. DESIRED OBJECTIVES**

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

- Use the sentence structure: Let’s look at .........! to sugget doing something.

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

**\* LANGUAGE FOCUS.**

**- Key terms.**

Sail, sand, sea

**2. Key grammatical structure**

The sentence patterns: I can see........

 Let’s look at the.....................

**II. INSTRUCTIONAL RESOURCES.**

- 3 pictures: sail, sand, sea

- Laptop/ speaker

**III. LEARNING PLAN**

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

- Greet Ss.

- 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 (sand, sea, sand, sea, seaside, see) and lead them to the new lesson.

 **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)

- T supports SS:

1. Point the whole picture and ask “where are they?” (at the seaside )

2. Point to the boy, ask “what is he looking?” (look at the sea)

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

- Listen and repeat once or twice.

- Elicit the sentence pattern: “Let’s look at the .................” and explain the meaning and the use (suggest doing something)

- 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

- Listen to the tape when stop the tape, Ss stop throwing the ball.

 e.g. Teacher: (point to the picture)

 Ss: Let’s look at the sea.

**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 |  |  |  |

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

**Activity 2:** **Wrap-up**

- Revise the main teaching point of the lesson: Let’s look at the.................

- Sing the song changed the actions at home, make the video and T will show their

product next lesson.

**IV. REGULATION**

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