**UNIT 4: IN THE COUNTRYSIDE**

**Lesson 1: P1, 2**

**I. OBJECTIVES**

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

- Identify the context of countryside, the letter R and the sound /r/ from given pictures and listening the words.

- Pronounce correctly the sound /r/ in isolation and in the words (rainbow, river, road)

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

**\* LANGUAGE FOCUS.**

**- Key terms.**

Rainbow, river, road

**II. INSTRUCTIONAL RESOURCES.**

- Paper, crayons, pencil and rubber

- 3 pictures (river, rainbow, road)

- Laptop/ speaker

**III. LEARNING EXPERIENCES**

**1. Warm up: Listen to a song “ phonics 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 (observation)**

**-** Look at the picture and identify the situation and the characters (Bilingual should be encouraged).

- How many people are in the picture? (two)

- Where are they? (in the countryside)

- What are they doing? ( riding a bike,.... (ss can speak vietnamese))

- What is it? (river, rainbow, road)

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

- Checks SS’ identifying by real objects.

**Activity 2: Listen and repeat (observation)**

- Introduces the letter R and the sound //r, the sound /r/ in the word.

- Listen to the recordings of the words (road, river, rainbow), point and repeat (twice/)

 + 1st: ….in chorus

 + 2nd; ...in chorus

 + 3rd: Team

 + Individuals (without listening)

- Assessment through a game “racing game”.

**3. Practice**

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

- Play game

- Introduce how the way to play game:

+ Put the 3 phonics cards on the board in this order: **rainbow, road, river**

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

+ Read one of the three words out loud (e.g: road), 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.

**- Assessment: Quick check using Ps**

- Give remarks

**4. Application: Make simple picture**

- Make a simple picture and do video with their friends.

- Share it with the class

- Give the comments

**IV. REGULATION**

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**UNIT 4: IN THE COUNTRYSIDE**

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

**I. DESIRED OBJECTIVES**

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

- Say the letter R/r, the words river, rainbow, road; the sentence structure There’s a............... in a chant.

- Listen and recognise the words and the sentence structure There’s a...................

- Write the letter S/s and complete the words road, river, rainbow

**\* LANGUAGE FOCUS.**

**- Key terms.**

Road, river, rainbow

**2. Key grammatical structure**

The sentence patterns: What can you see? I can see...............

**II. INSTRUCTIONAL RESOURCES.**

- Laptop/ speaker

- 3 pictures: rainbow, river, road

**III. LEARNING PLAN**

**1. Warm up : Sing a song**

- Greet Ss.

- Sing a song

**2. Activity 1: Listen and chant (School bus**)

**-** Work in pair 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).

- T elicits the sentence pattern “I can see …..”.

- T plays the recording 3 times for students to ss 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

- Listen to the teacher introduction how to listen and circle
- Guess the answers

- Listen to recording to do

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

**\* Assessment: Q- A**

+ What have you heard in question 1? road or rainbow?

+ What have you heard in question 2? River or road?

**Activity 3: Look and trace**

- Look at the letter R (upper case) and the letter r (lower case) in the video.

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

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

- Trace the letter R/r in the book
- Show what they have done.

**4. Wrap-up**

- Revise the main teaching point of the lesson: What can you see? I can see ...............

- 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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**UNIT 4: IN THE COUNTRYSIDE**

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

**I. DESIRED OBJECTIVES**

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

- Use the sentence structure What’s she/he doing? She/He is......

- 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: What’s she/he doing? She/He is......

**II. INSTRUCTIONAL RESOURCES.**

- 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 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?”

2. Point to the boy, ask “what is he doing?”

- Look at the books and listen and repeat once or twice.

- Elicit the sentence pattern: “What’s she/he doing? She/He is......and explain the meaning and the use

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

**3. Practice**

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

- Thrwow the ball around the class

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

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

 Ss: This is my apple.

- Give the comments

**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 |  |  |  |

- Class sings a song again and claps their hand a few times.

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

- Revise the main teaching point of the lesson: What’s she/he doing? She/He is......

- 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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