**UNIT 7: IN THE KITCHEN**

**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 J and the sound /dʒ / from given pictures and listening the words.

- Pronounce/say correctly the sound /dʒ / in isolation and in the words (jelly, jam, juice).

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

**\* LANGUAGE FOCUS.**

**- Key terms.**

Jelly, juice, jam

**II. INSTRUCTIONAL RESOURCES.**

- Student’s book, p.31

- 3 pictures (gojelly, jam, juice)

- A ball

- Laptop

**III. LEARNING PLAN**

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

- Listen to the song and dance with music.

- T reminds SS to focus:

+ Sing and do actions

**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? (a mother, son and daughter sitting at the table)

+ Where is she? (in kitchen)

+ What are there on the table? (jelly, juice, jam, .....)

- Identify the words (jam, jelly, juice) and the letter “J”

- T checks SS’ identifying by things.

**Activity 2: Listen and repeat**

- Listen to the letter J and the sound /dʒ /, the sound / dʒ / in the word.

- Listen to the recordings of the words (Juice, jam, jelly), point and repeat

+ 1st: ….in chorus

+ 2nd; ...in chorus

+ 3rd: Team

+ Individuals (without listening)

**3. Practice**

**Activity 1: Point and say (Pass the board)**

- Play game: Pass the board

- Do the task in 5 minutes

- Assessment: Quick check using Ps

- Give remarks

**4. Application: Make a card/ a picture**

- Draw a thing (unit 7) on notebook and share with their friends.



St A: I like jam.

**-** Give the comment.

**IV. REGULATION**

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**UNIT 7: IN THE KITCHEN**

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

**I. OBJECTIVES**

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

- Revise the words they have learnt: jam, juice, jelly

- Say the letter J/j; the words jam, juice, jelly; the phrases containing / dʒ /.

- Listen and recognise the words

- Write the letter J/j

**\* LANGUAGE FOCUS.**

**- Key terms.**

jam, juice, jelly

**II. INSTRUCTIONAL RESOURCES.**

- Student’s book

- 3 pictures (jam, juice, jelly)

- Laptop

**III. LEARNING PLAN**

**1. Warm up: Slap the board**

- Play game: Slap the board

- Play in 2 teams in 4 minutes

Jam

J j

Juice

kitchen

Jelly

- Give the comment and lead to the new lesson.

**2.**

**Activity 1: Listen and chant**

**-** Work in pair to look at the picture and remind the words (jam, juice, jelly)

- Listen to the recording each line with 3 times and repeat

**-** Practise chanting and doing the actions

**-** Chant in two groups. One group chants the questions, the other chants the answers.

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

**Activity 2: Listen and trace** (Observation)

- Look at the pictures and say the words.

- Listen to the recording three times to tick.

- Go the board to do (2 students)

- Listen to the recording again to check.

- Check the answers by asking “a or b? and repeat.

Expected answer: 1. A 2. B

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

- Look at the letter J (upper case) and the letter j (lower case) in the video.

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

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

- Trace the letter J/j and complete the words (jam, juice, jelly ) in the book.  
- Some pupils show what they have done.

**3. Wrap-up.**

- Summarize the main teaching point of the lesson

- Share the words with the members of the family.

**IV. REGULATION**

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**UNIT 7: IN THE KITCHEN**

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

**I. DESIRED OBJECTIVES**

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

- Identify the situations ( setting, participants, topic) and the sentence pattern Pass me the.................., please! Here you are

- Use the sentence structures Pass me the.................., please! Here you are to make and respond to a request.

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

**\* LANGUAGE FOCUS**

**Vocabulary**

Jelly, jam, juice

**Key grammatical sentence patterns**

Pass me the .................., please!

Here you are.

**II. INSTRUCTIONAL RESOURCES**

- Student’s book

- Pictures (juice, jam, jelly, kitchen, Jj)

- Laptop/ Speaker

**III. LEARNING EXPERIENCES**

**1. Warm up: Let’s chant**

- Chant

- Give the comment and lead to the new lesson.

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

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

- Discover and talk about the context (guess)

- T supports SS:

+ Point to picture and ask: What’s this?

- Listen and repeat once or twice.

- Elicit the sentence pattern: Pass me the.................., please! Here you are to make and respond to a request.

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

**3. Practice**

**Activity 1: Let’s talk**

- Work in pairs to practice with the sentences: Pass me the.............., please! Here you are

- Do the task in 4 minutes.

- Talk in front of the class

- Give the comment

**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 |  |  |  |

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

**5. Wrap up**:

- Revise the main teaching point of the lesson: Pass me the.............., please! Here you are

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

**IV. REGULATION**

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