**WEEK 1**

**Grade 2 :** Lớp 2B, 2C:Sáng thứ tư, Ngày 10 tháng 9 năm 2025

 **LESSON PLAN**

**Unit 1. At my birthday party**

**Lesson 1 – Period 1**

**I. OBJECTIVES**

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| By the end of the lesson, pupils will be able to: |
| - correctly pronounce the name of the letter P/p (/piː/).- correctly pronounce the sound of the letter P/p (/p/) in isolation and in the words *pasta*, *popcorn* and *pizza*.**II. INPUT****Language:** |
|  | * Sound /*p*/
* Vocabulary: *pasta, popcorn, pizza*
 |
|  | **Resources/Material:** * Student’s book, page 6
* Teacher’s guide, pp. 7 - 9
* *hoclieu.vn*
* Flashcards for Unit 1
* Flashcards/ pictures of the food items
* Flashcards/ pictures of different categories for Fun Corner, e.g. (1) school objects: book, pen, pencil; (2) food: cake, apple, mango; (3) toys: ball, car, top; (4) animals: monkey, tiger, goat; (5) body parts; hand, hair, head, …
* Poster for Unit 1
* Computer, projector
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| **III. PROCEDURE** |  |

**Warm-up – Listen and repeat – Point and say – Fun corner – Wrap-up**

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| **Procedure** | **Teaching and learning activities** | **Classroom management** |
| **Warm-up** | 5 minutes |  |
|  | **Option 1**- Write on the board *Hello, I’m \_\_\_\_\_!* Say “*Hello, I’m \_\_\_\_\_!*” Walk around the class, greeting pupils. Encourage them to answer “*Hello, I’m \_\_\_\_\_!*” - Introduce the topic of the new unit by playing the song “*Happy Birthday!*” and encouraging pupils to sing along.  | Whole class |
| **Option 2**- Ask some pupils to talk about the food they like.- Get some pairs of pupils to practise talking about their favourite food, using *I like* \_\_\_\_\_.  | Whole classIndividual work |
| **Option 3**- Show pupils some pictures/ slides of popular food items (cake, pizza, noodles, chicken, chips, …).- Ask pupils some questions about food items (in Vietnamese), e.g. *Have you ever eaten …? Do you like …? What food do you often eat at a birthday party?* | Whole class |
| **1. Listen and repeat.** 10 minutes |  |
| Step 1: | Draw pupils’ attention to the picture (say “*Look at the picture.*”). Ask questions to help them identify the context (Four children are sitting at a table. On the table, there is a birthday cake, a plate of pasta, a bowl of popcorn and a pizza. Peter is blowing out seven candles on the birthday cake. *Pasta*, *popcorn* and *pizza* are labelled, with the letter *p* in red).  | Whole class |
| Step 2: | Have pupils point to the letter *P/p* (say “*Point to the letter P.*”). Explain that the name of the letter *P/p* is different to its sound (say “*Listen. /piː/ /p/.*”). | Individual work |
| Step 3: | Play the recording of the name and sound of the letter *P/p* and encourage pupils to repeat (say “*Listen and repeat.*”). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.  | Whole classIndividual work |
| Step 4: | Have pupils look at the pasta (say “*Look at the pasta.*”). Then have them point to the word *pasta* (say “*Point to the word pasta*.”). Draw their attention to the colour of the letter *p* (say “*Look at the colour of the letter p. It is red.*”). | Whole class |
| Step 5: | Play the recording of *pasta* and encourage pupils to repeat (say “*Listen and repeat*.”). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.  | Whole classIndividual work |
| Step 6: | Repeat Steps 4 and 5 for *popcorn* and *pizza*. | Whole classIndividual work |
| Step 7: | Play the recording in full and encourage pupils to repeat the name and sound of the letter *P/p, pasta, popcorn* and *pizza* both individually and in chorus. | Individual work |
| **Extension:** | For better pupils, use the new and learnt vocabulary about food (*cake, fish and chips, apple, chicken, noodles, banana, pizza, popcorn, pasta*) to make simple sentences, e.g. *I like \_\_\_\_\_*.; *I can see \_\_\_\_*.; *I’m having \_\_\_\_\_.* | Individual work |
| **2. Point and say.** 7 minutes |  |
| Step 1: | Have pupils point to the letter *P/p* and correctly pronounce its name and sound (say “*Point to the letter P. Say /piː/. Now say /p/.*”). Go around the class to offer help or correct pupils’ pronunciation, if necessary. | Whole class |
| Step 2: | Have pupils point to and correctly pronounce the word *pasta* (say “*Point to the pasta. Say pasta*.”). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.  | Whole classIndividual work  |
| Step 3: | Repeat Step 2 for *popcorn* and *pizza*. | Whole classIndividual work |
| Step 4: | Put pupils into pairs or groups for further practice of Steps 1 to 3.Go around the class to offer help or correct pupils’ pronunciation, if necessary. | Group/Pair work |
| **Fun corner: Kim’s Game** 8 minutes |
| Step 1: | Divide the class into two teams. Say “*You are going to play a memory game.*”  | Whole class |
| Step 2: | Display both sets of cards face up on the board. Give pupils two minutes to memorize their set. | Group work |
| Step 3: | Turn the cards face down on the board. Explain that when you say a word, a nominated pupil from each team must run to their set, try to remember which card shows the relevant picture and turn it over to show to their team. A correct card scores one point. When the pupils’ turn is over, they must put the cards back on the board and return to their seats. | Group work |
| Step 4: | Play the game. Remember to nominate a pupil from each team before saying the word. | Group work |
| Step 5: | Count the points for each team and announce the winner. The team with the most points wins. The winning team must then correctly pronounce all of the words. | Group work |
| **Wrap-up:** 5 minutes |
|  | Revise the main teaching point of the lesson: the sound of the letter *p* and the words *pasta, popcorn, pizza*. | Whole class |
| **Option 1**Using *hoclieu.vn*, have pupils look at the things in the picture and repeat the words after the recording. | Whole class |
| **Option 2**Using *Poster forUnit 1*, ask pupils to point to the things in the picture and say the words. For better pupils, teacher may cover the words and ask them to point to the things and say the words aloud. | Individual work |
| **Option 3**Using pictures and flashcards, get some pupils to match the words *pasta, popcorn, pizza* and the pictures. Then ask the class to say the words aloud.  | Individual work |