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

**LESSON PLAN**

**Unit 1. At my birthday party**

**Lesson 2 – Period 2**

**I. OBJECTIVES**

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|  | By the end of the lesson, pupils will be able to: |
|  | say the letter *P*/*p,* the words *pasta, popcorn, pizza*, thephrases/sentencescontaining /*p*/ and *pasta, pizza, popcorn*, the sentence structure *I like….\_.* in a chant. |
|  | Listen and recognise the words *popcorn, pasta* and the sentence structure *I like* \_\_\_\_\_*.*write the letter*P/p* and complete the words *\_izza, \_opcorn, \_asta.* |

**II. INPUT**

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|  | **Language:**  |
|  | * Sound /p/
* Vocabulary: *pasta, popcorn, pizza*
* Phrases/sentences with the sound */p/* and the words *pasta, pizza, popcorn*
 |
|  | **Resources/Material:** * Student’s book, page 7
* *hoclieu.vn*
* Teacher’s guide, pp. 9-11
* Workbook, pp. 4-5
* Flashcards to play games in ***Warm-up***
* Computer, projector
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**III. PROCEDURE**

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|  | **Warm-up – Listen and chant – Listen and tick – Look and write – Wrap-up** |
| **Procedure** | **Teaching and learning activities** | **Classroom management** |
| **Warm-up** | 5 minutes |  |
|  | **Option 1**- Ask pupils what letter and sound they learnt in *Lesson 1* (*P/p, /p/*). - Show pictures of the words that pupils learnt in *Lesson 1* (pasta, pizza, popcorn) and encourage them to say the words in chorus. More advanced classes can add other words beginning with the letter *P/p*.  | Whole class |
| **Option 2**Ask the class to play *Kim’s game* again, using the words in *Lesson 1*, *Unit 1* and those in the previous units, saying *Now let us play Kim’s game!* | Group work |
| **Option 3**Get pupils to play *What’s Missing?* Game, using the pictures and flashcards with the incompleted words *\_asta, \_opcorn* and *\_izza.* Pupils should guess the missing letters and say the words correctly. | Group/Pair work |
| **3. Listen and chant.** 10 minutes |
| Step 1: | Draw pupils’ attention to the picture and have them point to the pasta (say “*Look at the picture. Point to the pasta.”*).  | Whole class |
| Step 2: | Say “*I like pasta*.” and encourage pupils to repeat. To reinforce their understanding, use gestures or draw a smiley face on the board.  | Whole class |
| Step 3: | Repeat Steps 1 and 2 for *pizza* and *popcorn*. | Whole class |
| Step 4: | Play the recording of the chant to familiarize pupils with the words and rhythm (say “*Listen*.”).  | Whole class |
| Step 5: | Have pupils point to each line of the chant (e.g. say “*Point to line one*.”). Play the recording of each line and encourage pupils to chant (say “*Listen and chant.*”).  | Individual workWhole class |
| Step 6: | Play the recording in full and encourage pupils to chant (say “*Listen and chant*.”). Pupils can clap along or do other actions to help them keep the rhythm.  | Whole class |
| Step 7: | Divide the class into two teams. Teams take it in turns to chant a line. The whole class can clap along or do other actions. | Group work |
| **Extension:** | For better pupils, cover or omit some letters/words in the chant and have them guess and say all the lines aloud. For example:*P, p, pasta.**P, p, pizza.**P, p, \_\_\_\_\_.**I like pasta.**I like \_\_\_\_\_.**I like popcorn.**Yummy, \_\_\_\_\_, \_\_\_\_\_.* | Individual work |
| **4. Listen and tick.** 7 minutes |
| Step 1: | Have pupils look at the pictures (say “*Point and say*.”). When pupils answer correctly, c o n f i r m by saying “*popcorn/ noodles/ pasta/ pizza*”.  | Whole class  |
| Step 2: | Step 2: Play the recording and allow pupils time to complete the activity (say “*Listen and tick*.”).  | Individual work |
| Step 3: | Play the recording again, if necessary (say “*Listen again.*”). | Individual work |
| Step 4: | Check the answers by asking “*a or b*?” When pupils answer correctly, confirm by saying “*1a. I like popcorn.”/“2a. I like pasta*.” and encourage them to repeat. | Whole classIndividual work |
|  | **Audio script**: 1. I like popcorn. 2. I like pasta.**Answers:** 1. a 2. a |  |
| **5. Look and write.**  8 minutes |
| Step 1: | Write the letter *P* (upper case) on the board and say “*P*” (/*piː*/).  | Whole class |
| Step 2: | Write the letter *P* (upper case) on the board again, but this time more slowly. Invite a few pupils to come to the front of the class and write the letter *P* (upper case) on the board.  | Individual work |
| Step 3: | Repeat Steps 1 and 2 for *p* (lower case).  | Whole classIndividual work |
| Step 4: | Have pupils look at the writing grids (say “*Look and write.*”) Allow pupils time to complete the activity. Go around the class to offer support and feedback.  | Whole class |
| Step 5: | Have pupils look at the picture and labels (say “*Look and write.*”). Allow pupils time to complete the activity. Go around the class to offer support and feedback. | Individual work |
| **Extension:** | - For weaker pupils, have them do *Activity 3, Unit 1* in their workbooks.- For better pupils, have them do *Activity 4, Unit 1* in their workbooks. | Whole classIndividual work |
| **Wrap–up** 5 minutes |
|  | **Option 1**Have pupils listen to the recording, then say the chant again. | Whole class |
|  | **Option 2**Ask pupils to look at the pictures in **4. Listen and circle** and say about them, e.g. *popcorn, noodles, ..*. Encourage better pupils to use learnt structures e.g. *I like popcorn.; I can see noodles.; ...* | Whole class |
|  | **Option 3**To reinforce the vocabulary, get pupils to do *Activity 1, Unit 1* in their workbooks. | Individual work |

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**Grade 4:** Lớp 4A: Chiều thứ Tư, Ngày10 tháng 9 năm 2025

**ENGLISH**

**INTRODUCTION THE ENGLISH 4 PROGRAME AND TEXTBOOK**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- Use the allocation in their study (at school + at home) and basic classroom language.

**- *Skills*:** speaking and listening

**2. Competences:**

- Be self-study, communicative and interative skill.

-Co-operation: ready to help friends in pair work/ group work.

**3. Attitude/ Qualities:**

-Actively participate in activities with their classmates in pairs, groups or class. Educate Ss to become studious and obedient students, love learning English.

- Honesty, patience and friendliness.

**B. TEACHING AIDS:**

- *Teacher*: Posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students*: Textbooks, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:** (5’)*\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.***\*Procedure:**- Greet the class and introduce yourself, saying: *Hello. I’m Ms Huong.*- Encourage Ss to say their names- Sing a song**2.Presentation** (10’)**Activity 1.** *\*****Aims:****Ss will be able to know about the English 3 progamme and textbook.***\*Procedure:**- Introduce about subject*+“English 4” has 3 books. (two student books and one exercise book)*- Introduce the student’s book and workbook.- Say the main contents  *There are 20 Units, each Unit has 3 lessons**Lesson 1:*1. *Look, listen and repeat*
2. *Listen, point and say*
3. *Let’s talk*
4. *Listen and circle/ tick/ number*
5. *Look, complete/ match and read*
6. *Let’s sing / play*

*Lesson 2:*1. *Look, listen and repeat*
2. *Listen, point and say*
3. *Let’s talk*
4. *Listen and number/ tick*
5. *Look, complete and read.*
6. *Let’s sing/ play*

*Lesson 3:*1. *Listen and repeat*
2. *Listen and circle/ tick*
3. *Let’s chant*
4. *Read and match/ circle/ compete/ write the answer/tick True/ False.*
5. *Let’s write*
6. *Project*

*After 5 Units has a Review and extension activities.***3.Practice:** (10’) **Activity 2.** *\*****Aims:****Ss will be able to know and do action about classroom languages.***\*Procedure:**- Say and model some classroom languages+ *Open/ close your books, please!**+ Stand up/ Sit down, please!**+ Be quiet/ Don’t talk, please!*+ *Pick up your pen* *+ Put your pen down* *+ Raise your hands* *+ Go to the board* *+ Look**+ Complete* *+ Let’s play* *+ Ask/ answer the question* *+ Work in pairs/groups* *+ ….* **4.Production** (8’)**Activity 3** *\*****Aims:****Ss will be able to sing and dance a song.***\*Procedure:**- Sing and model the “***Hello”*** song***Hello!****Hello, hello, hello, how are you?**Hello, hello, hello, how are you?**I’m good.**I’m great!**I’m wonderful!**I’m good.**I’m great!**I’m wonderful!**Hello, hello, hello, how are you?**Hello, hello, hello, how are you?**I’m tired.**I’m hungry.**I’m not so good.**I’m tired.**I’m hungry.**I’m not so good.**Hello, hello, hello, how are you?**Hello, hello, hello, how are you?**Hello, hello, hello, how are you?**Hello, hello, hello, how are you?***5. Homework.** (2’)**-** Practice more at home. - Prepare for “Starter” | - Greet and introduce- Ss greet and say their names- Listen, sing and dance the song in chorus- Listen to the teacher**-** Listen to the teacher**-** Listen to the teacher- Look and do action Listen to the song through the tape.- Listen and repeat sentence by sentence link the action.- Sing all the text link the action in the chorus.- Work in groups (two groups) to sing- Listen to the teacher. |

**D. ADJUSTMENTS (if necessary):**

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