**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 |

**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 work  Whole 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 class  Individual 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 class  Individual 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 class  Individual 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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