**WEEK2**

**Grade 2 :** Lớp 2B, 2C:Sáng thứ tư, Ngày 17 tháng 9 năm 2025

**LESSON PLAN**

**Unit 1. At my birthday party**

**Lesson 3 – Period 3**

**I. OBJECTIVES**

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|  | By the end of the lesson, pupils will be able to: |
|  | * use “*The \_\_\_\_ is yummy.*” to express this feeling about a particular food. * sing a song with the structure “*The \_\_\_\_\_ is yummy.*” |

**II. INPUT**

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|  | **Language:** |
|  | * *The \_\_\_\_ is yummy.* |
|  | **Resources/Material:**   * Student’s book, page 8 * *hoclieu.vn* * Teacher’s guide, pp. 11 - 13 * Workbook, page 6 * Pictures/ Slides of animals for ***Warm-up*** * Computer, projector |

**III. PROCEDURE**

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|  | **Warm-up – Listen and repeat – Let’s talk – Let’s sing – Wrap-up** | | |
| **Procedure** | | **Teaching and learning activities** | **Classroom management** | |
| **Warm-up** | | 5 minutes |  | |
|  | | **Option 1**  - Have pupils listen to the recording, then sing the chant on Page 7.  - Select some better pupils to sing the chant in front of class. The class listens to them and claps handsalong. | Whole class  Individual work | |
| **Option 2**  - Invite one or two pupils to write the letter *P/p* on the board.  - Get pupils to say words that contain the sound of the letter *P/p* (from *Lessons 1 & 2* and the learnt units). | Individual work | |
|  | | **Option 3**  - Show pupils pictures/ slides of some food and drinks they have learnt.  - Ask them to recall and name the food and drink items (e.g. *apple, chips, fish, chicken, milk,* ...). Encourage better pupils say more words if they can. | Individual work | |
| **6. Listen and repeat.** 5 minutes | | | | |
| Step 1: | | Draw pupils’ attention to the picture (say “Look at the picture.”). Say “*The boy likes popcorn. The popcorn is yummy.*” | Whole class | |
| Step 2: | | Have pupils point to the sentence (say “*Point to the sentence.*”). Play the recording and encourage pupils to repeat (say “*Listen and repeat*.”). | Whole class | |
| Step 3: | | Ask pupils to repeat the sentence both individually and in chorus several times. Correct their pronunciation if necessary, and praise them when their pronunciation is good. | Whole class  Individual work | |
| Step 4: | | Ask pupils to work in pairs, point to and repeat the sentence “*The popcorn is yummy*.” Go around and correct pronunciation to make sure pupils can repeat the sentence correctly. | Pair work | |
| **7. Let’s talk.** 10 minutes | | | | |
| Step 1: | | Write *The popcorn is yummy*. on the board and underline the word *popcorn*. Say “*The popcorn is yummy*.” | Whole class | |
| Step 2: | | Erase *popcorn* and replace it with *pasta*.  Say “*The pasta is yummy*.” | Whole class | |
| Step 3: | | Repeat Step 2 for *pizza*. | Whole class | |
| Step 4: | | Erase *pizza* and leave the sentence structure  *The \_\_\_\_\_ is yummy.* on the board. | Whole class | |
| Step 5: | | Draw pupils’ attention to Picture *a* (say “*Look at Picture a*.”). Say “*The pasta is yummy*.” and encourage them to say the full sentence structure. 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 class  Individual work | |
| Step 6: | | Repeat Step 5 for Pictures *b* and *c*. | Whole class  Individual work | |
| **Extension:** | | Ask pupils to talk about their feeling about food/drinks they like using *The \_\_\_\_\_ is yummy*. Encourage them to say as much as they can, e.g. *Hi, I’m \_\_\_. I Iike \_\_\_\_. The \_\_\_\_\_ is yummy.* | Individual work | |
| **8. Let’s sing.**  10 minutes | | | | |
| Step 1: | | Draw pupils’ attention to the picture (say *“Look at the picture.*”). Say “*It’s a birthday party*.” | Whole class | |
| Step 2: | | Play the recording of the song to familiarize pupils with the rhythm and melody (say “*Listen*.”). | Whole class | |
| Step 3: | | Read the song line by line 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 class  Individual work | |
| Step 4: | | Say “*Let’s sing*!”. Play the recording line by line and encourage pupils to sing along. | Group work | |
| Step 5: | | Have pupils work in groups to make up actions for the song. Invite a few groups to perform the song for the class. | Group work | |
| **Wrap–up** 5 minutes | | | | |
|  | | Revise the main teaching point of the lesson: the structure “*The \_\_\_\_\_ is yummy.”* to express one’s feeling about a favourite food. | Whole class | |
| **Option 1**: Ask pupils to draw a food/drink item, show them to the class and say about the food/drink, using *The \_\_\_\_ is yummy.* | Individual work | |
| **Option 2**: Have pupils do *Activity 6, Unit 1* in their workbooks. | Individual work | |
| **Option 3**: Show pupils the lyrics of the song with some missing words, e.g.:  *It’s my birthday party.*  *I like \_\_\_\_\_.*  *The \_\_\_\_\_ is yummy.*  Then ask some advanced pupils to guess the missing words and sing the complete song aloud. | Individual work | |