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

**LESSON PLAN**

**Unit 2. In the backyard**

**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 K/k (/keɪ/).- correctly pronounce the sound of the letter K/k (/k/) in isolation and in the words *kite*, *bike* and *kitten*. |

**II. INPUT**

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|  | **Language:**  |
|  | * Sound /*k*/
* Vocabulary: *kite*, *bike,kitten*
 |
|  | **Resources/Material:** * Student’s book, page 9
* Teacher’s guide, pp. 14 - 16
* *hoclieu.vn*
* Flashcards for Unit 2
* Flashcards for Warm-up and Fun Corner
* Poster for Unit 2
* Computer, projector
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**III. PROCEDURE**

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|  | **Warm-up – Listen and repeat – Point and say – Fun corner – Wrap-up** |
| **Procedure** | **Teaching and learning activities** | **Classroom management** |
| **Warm-up** | 5 minutes |  |
|  | **Option 1**- Ask pupils to sing the song in *Unit 1*, *Lesson 3*, *Activity 8*. Encourage pupils to do actions or clap in time while singing.  | Whole class |
| **Option 2**- Ask one pupil to come to the board, give him or her a picture of the pizza (or popcorn/pasta).- The pupil mimes the action of eating pizza (or popcorn/pasta) and the class guess what he or she is eating by saying “He/She is having \_\_\_\_”. | Whole classIndividual work |
|  | **Option 3**Have pupils play *The Matching Game.* Stick the picture flashcards on the board. Write the words *popcorn, pizza, pasta* on the board. Call on some pupils to go to the board and draw lines to match the words and the pictures. | Whole classIndividual work |
| **1. Listen and repeat.** 10 minutes |  |
| Step 1: | Have pupils look at the picture (say “*Look at the picture.*”). Ask questions to help them identify the context. (Three children playing in the backyard. A girl is ﬂying a kite. A boy is riding a bike. A girl is playing with a kitten. *Kite, bike* and *kitten* are labelled, with the letter *k* in red).  | Whole class |
| Step 2: | Have pupils point to the letter *K/k* (say “*Point to the letter K.*”). Explain that the name of the letter *K/k* is different to its sound (say “*Listen. /*keɪ*/ /k/.*”). | Individual work |
| Step 3: | Play the recording of the name and sound of the letter *K/k* and encourage pupils to repeat (say “*Listen and repeat.*”). Do this several times for pupils to repeat individually and in chorus. Correct their pronunciation if necessary. Praise them when their pronunciation is good (say “*Excellent!* / *Great job!”).* | Whole classIndividual work |
| Step 4: | Have pupils look at the kite (say “*Look at the kite.*”). Then have them point to the word *kite* (say “*Point to the word kite*.”). Draw their attention to the colour of the letter *k* (say “*Look at the colour of the letter k. It is red.*”). | Whole class |
| Step 5: | Play the recording of *kite* and encourage pupils to repeat (say “*Listen and repeat*.”). Do this several times for pupils to repeat individually and in chorus. Correct their pronunciation if necessary. | Whole classIndividual work |
| Step 6: | Repeat Steps 4 and 5 for *bike* and *kitten.*  | Whole classIndividual work |
| Step 7: | Play the recording in full and encourage pupils to repeat the name and sound of the letter *K/k,* the words *kite, bike* and *kitten* both individually and in chorus. | Individual work |
| **Extension:** | For better pupils, use the flashcards of *kite*, *kitten* and *bike* and have pupils make labels for them. Ask pupils to match the cards with the corresponding words and practise saying the words. | Individual work  |
| **2. Point and say.** 7 minutes |  |
| Step 1: | Have pupils point to the letter K*/k* and correctly pronounce its name and sound (say “*Point to the letter K. Say /*keɪ*/. Now say /k/.*”). 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 *kite* (say “*Point to the kite. Say kite*.”). Do this several times for pupils to repeat 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 *kitten* and *bike*. | Whole classIndividual work |
| Step 4: | Put pupils into pairs or groups for further practice of Steps 1 to 3.Go around the class to give support to those pupils who find it difficult to do the task. | Group/Pair work |
| **Fun corner: Word Game** 8 minutes |
| Step 1: | Divide the class into teams. Give each team one pack of ﬂashcards. Say “*You are going to play a word game*.” | Whole class |
| Step 2: | Explain the game: when the teacher pronounces the sound of a letter, e.g. /*k*/, pupils should look through their pack of ﬂashcards to find a word or words containing that sound, e.g. *kite*, *bike*. When they have found the correct word(s), they should stick the ﬂashcard(s) on the board. A correct word scores one point.The team having the most points at the end of the game is the winner. | Group work |
| Step 3: | Play the game. | Group work |
| Step 4: | Count the points for each team and announce the winner. | Group work |
| **Wrap-up:** 5 minutes |
|  | Revise the main teaching point of the lesson: the sound of the letter *k* and the words *kite, kitten* and *bike*. | 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 for Unit 2*, 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**- Show half hidden part of the flashcards *kite*, *bike*, *kitten* and ask: "*What’s this*?”. - Have pupils guess and say out the word. | Whole class |