**WEEK 1**

**GRADE 2**

|  |  |
| --- | --- |
| **Week 1**  **Period 1**  Class: 2A | **UNIT 1: AT MY BIRTHDAY PARTY**  **Lesson 1 – Part 1,2** |

**I. OBJECTIVES**

By the end of this lesson, pupils will be able to:

**1. Knowledge and skills**

- 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*.

**2. Competences**

- Communication and collaboration: work in pairs or groups to complete the learning tasks.

- Self-control and independent learning: perform pronunciation tasks.

**3. Attributes**

- Show their love and interest in food.

- Show their knowledge about choosing healthy food.

- Be willing to help friends.

**II. MATERIALS**

- Pupil’s book: Page 6

- Audio Track 2

- Teacher’s guide: Pages 7, 8, 9

- Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 1)

- Computer, projector, …

**III. PROCEDURES**

**1. WARM-UP** (5 minutes)

**a. Objectives**

- To create a friendly and lively atmosphere in the classroom by greeting and introducing themselves.

- To ask and answer questions about food items (in Vietnamese) correctly.

**b. Content**

- Greeting*/* Ask and answer.

**c. Expected outcomes**

- Pupils can greet and introduce themselves.

- Pupils can ask and answer questions about food items (in Vietnamese) correctly.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Greeting*/* Ask and answer.** | | |
| - Write *“Hello, I’m \_\_\_\_\_.”* on the board. Say *“Hello, I’m \_\_\_\_\_.”* Walk around the class, greet pupils. Encourage them to answer *“Hello, I’m \_\_\_\_\_.”*.  - 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.  1. *Các em đã từng ăn món mì/ gà/ khoai tây chiên,… chưa?*  *2. Các em có thích món mì/ gà/ khoai tây chiên,… không?*  *3. Các em thường ăn món gì vào buổi tiệc sinh nhật?* | - Greet and introduce themselves.  - Look at some pictures/ slides of popular food items.  - Answer the teacher’s questions about food items. | - Speech bubble:  *Hello, I’m \_\_\_\_\_.*  - Pictures/ slides of popular food items (*cake, pizza, noodles, chicken, chips, …*). |

**e. Assessment**

- Performance products: Pupils’ answers and interactions

- Assessment tools: Observation; Questions & Answers

**2. ACTIVITY 1:EXPLORATION**(10 minutes)

**a. Objectives**

- To correctly pronounce the name of the letter *P/p* and the sound */p/*, both in isolation and in the words *pasta*, *popcorn* and *pizza*.

**b. Content**

- Activity 1. Listen and repeat.

**c. Expected outcomes**

- Pupils can correctly pronounce the name of the letter *P/p* and the sound */p/*, both in isolation and in the words *pasta*, *popcorn* and *pizza*.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Listen and repeat.** (Track 2) | | |
| **Step 1:** Draw pupils’ attention to the picture (say “Look at the picture.”). Ask questions to help them identify the context.  **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/*.”).  **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.  **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.”).  **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.  **Step 6:** Repeat **Steps 4** and **5** for *popcorn* and *pizza*.  **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. | - Pupils look at the picture. Pupils answer the questions to identify the context.  - Pupils point to the letter *P/p* and listen to the teacher’s explanation.  - Pupils listen to the recording of the name and sound of the letter *P/p* and repeat.  - Pupils look at the pasta. Then pupils point to the word *pasta*. Pupils pay attention to the colour of the letter *p*.  - Pupils listen to the recording of *pasta* and repeat.  - Pupils follow the teacher’s instructions.  - Pupils listen to the recording in full and repeat the name and sound of the letter *P/p*, *pasta*, *popcorn* and *pizza* both individually and in chorus. | - The picture shows a birthday party. 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. A boy is blowing out seven candles on the birthday cake.  - *Pasta*, *popcorn* and *pizza* are labelled, with the letter *p* in red.  - The sound of the letter *P/p* (*/p/*) is the focus of Unit 1. |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

**3. ACTIVITY 2: KNOWLEDGE CONSTRUCTION**(10 minutes)

**a. Objectives**

- To correctly identify and pronounce the words *pasta*, *popcorn* and *pizza*.

**b. Content**

- Activity 2. Point and say.

**c. Expected outcomes**

- Pupils can correctly identify and pronounce the words *pasta*, *popcorn* and *pizza*.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Point and say.** | | |
| **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/.”).  **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.  **Step 3:** Repeat **Step 2** for *popcorn* and *pizza*.  **Step 4:** Put pupils into pairs or teams for further practice of **Steps1** to **3**. Go around the class to offer help or correct pupils’ pronunciation, if necessary. | - Pupils point to the letter *P/p* and correctly pronounce its name and sound.  - Pupils point to and correctly pronounce the word *pasta*.  - Pupils follow the teacher’s instructions.  - Pupils work in pairs or teams for further practice of **Steps 1** to **3**. | Flashcards/ pictures (*pasta, popcorn, pizza*) |

**e. Assessment**

- Performance products: Pupils’ interaction and practice

- Assessment tools: Observation; Questions & Answers

**4. FUN CORNER AND WRAP-UP** (10 minutes)

**\* Game: *“Kim’s Game”***

- Divide the class into two teams. Say “You are going to play a memory game.”

- Display both sets of cards face up on the board. Give pupils two minutes to memorise their set.

- 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 face down and return to their seats.

- Play the game. Remember to nominate a pupil from each team before saying the word.

- 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 the words.

**CLASS 2B :**

**\*Supplement*( Bổ sung )***

- The lesson may take longer than expected, solution for example will be omitted and practice quickly ............

+Most of Ss can remember the letter P, the sound /p/ and the words.

**Disable studen**t: remember the letter P and sound /p/.

**CLASS 2C :**

**\*Supplement*( Bổ sung )***

- The lesson may take longer than expected, solution for example will be omitted and practice quickly ............

+Most of Ss can remember the letter P, the sound /p/ and the words.

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

|  |  |
| --- | --- |
| **Week 1**  **Period 2**  Class : 2A | **UNIT 1: AT MY BIRTHDAY PARTY**  **Lesson 2– Part 3,4,5** |

**I. OBJECTIVES**

By the end of this lesson, pupils will be able to:

**1. Knowledge and skills**

- say a chant with the sound of the letter *P/p* (*/p/*), the words *pasta*, *pizza* and *popcorn* and the sentence structure *“I like \_\_\_\_\_.”*.

- recognise target words and the sentence structure while listening.

- write the letter *P/p* and complete the words *pasta*, *pizza* and *popcorn*.

**2. Competences**

- Communication and collaboration: work in pairs or groups to complete the learning tasks.

- Self-control & independent learning: perform listening and writing tasks.

- Problem-solving and creativity: confidently answer appropriate questions.

**3. Attributes**

- Show their love and interest in food.

- Show their knowledge about choosing healthy food.

- Be willing to help friends.

**II. MATERIALS**

- Pupil’s book: Page 7

- Audio Tracks 3, 4

- Teacher’s guide: Pages 9, 10, 11

- Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 1)

- Computer, projector, …

**III. PROCEDURES**

**1. WARM-UP & REVIEW** (5 minutes)

**a. Objectives**

- To identify and guess the pictures about food (*pizza, popcorn, pasta*).

**b. Content**

- Game: *“Guess the picture”*

**c. Expected outcomes**

- Pupils can guess and say the names of the pictures about food correctly.

**d. Organisation:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: *“Guess the picture”*** | | |
| - Prepare some pictures about food (pizza, popcorn, pasta).  - Divide each picture into pieces.  - Show each piece of the picture in turns.  - Ask pupils to guess and say the name of the picture.  - Continue the game until all the pictures are used. | - Look at each piece of the picture in turns.  - Guess and say the name of the picture.  - Continue playing the game. | Pictures with pieces (*pizza, popcorn, pasta*) |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

**2. ACTIVITY 1:PRACTICE**(10 minutes)

**a. Objectives**

- To say a chant with the sound of the letter *P/p* (*/p/*), the words *pasta*, *pizza* and *popcorn* and the sentence structure *“I like \_\_\_\_\_.”*.

**b. Content**

- Activity 3. Listen and chant.

**c. Expected outcomes**

- Pupils can say a chant with the sound of the letter *P/p* (*/p/*), the words *pasta*, *pizza* and *popcorn*, and the sentence structure *“I like \_\_\_\_\_.”*.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Listen and chant.** (Track 3) | | |
| **Step 1:** Draw pupils’ attention to the picture and have them point to the pasta (say “Look at the picture. Point to the pasta.”).  **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.  **Step 3:** Repeat **Steps 1** and **2** for pizza and popcorn.  **Step 4:** Play the recording of the chant to familiarise pupils with the words and rhythm (say “Listen.”).  **Step 5:** Have pupils point to the first line of the chant (say “Point to line one.”). Play the recording of the first line and encourage pupils to chant (say “Listen and chant.”).  **Step 6:** Repeat **Step 5** for the other lines of the chant.  **Step 7:** 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.  **Step 8:** Divide the class into two teams. The teams take turns to chant a line. The whole class can clap along or do other actions. | - Pupils look at the picture and point to the pasta.  - Pupils listen and repeat the sentence.  - Pupils follow the teacher’s instructions.  - Pupils listen to the chant to familiarise with the words and rhythm.  - Pupils point to the first line of the chant. Pupils listen to the recording of the first line and chant.  - Pupils follow the teacher’s instructions.  - Pupils listen to the recording in full and chant. Pupils clap along or do other actions.  - Pupils work in two teams and take turns to chant a line. The whole class can clap along or do other actions. | - The lyrics and the recording of the chant about food.  - The picture shows a birthday party. The children are eating pasta, popcorn and pizza. |

**e. Assessment**

- Performance products: Pupils’ interaction and performance

- Assessment tools: Observation; Questions & Answers

**3. ACTIVITY 2:PRACTICE**(8 minutes)

**a. Objectives**

- To recognise the words popcorn, pasta and the sentence structure *“I like \_\_\_\_\_.”* while listening.

**b. Content**

- Activity 4. Listen and tick.

**c. Expected outcomes**

- Pupils can recognise the words *popcorn*, *pasta* and the sentence structure *“I like \_\_\_\_\_.”* while listening.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and tick.** (Track 4) | | |
| **Step 1:** Have pupils look at the pictures and say the words (say “Point and say.”). When pupils answer correctly, confirm by saying “popcorn/ noodles/ pasta/ pizza”.  **Step 2:** Play the recording and allow pupils time to complete the activity (say “Listen and tick.”). Play the recording again, if necessary (say “Listen again.”).  **Step 3:** 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. | - Pupils look at the pictures and say the words.  - Pupils listen to the recording and complete the activity.  - Pupils check the answers and repeat the sentences. | 1. Pictures: (a) a bowl of popcorn and (b) a bowl of noodles.  + Audio script:  *I like popcorn.*  2. Pictures: (a) a plate of pasta and (b) a pizza.  + Audio script:  *I like pasta.*  **\*Key:** *1. a, 2. a* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

**4. ACTIVITY 3:PRODUCTION**(7 minutes)

**a. Objectives**

- To write the letter *P/p* and complete the words *pizza*, *popcorn* and *pasta*.

**b. Content**

- Activity 5. Look and write.

**c. Expected outcomes**

- Pupils can write the letter *P/p* and complete the words *pizza*, *popcorn* and *pasta*.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Look and write.** | | |
| **Step 1:** Write the letter *P* (upper case) on the board and say “P” (/piː/).  **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.  **Step 3:** Repeat **Steps 1** and **2** for *p* (lower case).  **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.  **Step 5:** Have pupils look at the pictures and labels (say “Look and write.”). Allow pupils time to complete the activity. Go around the class to offer support and  feedback. | - Pupils follow the teacher demonstrating the activity.  - Pupils come to the front of the class and write the letter *P* (upper case) on the board.  - Pupils follow the teacher’s instructions.  - Pupils look at the writing grids and complete the activity.  - Pupils look at the pictures and labels and complete the activity. | - Writing grids for *P* (upper case) and *p* (lower case).  - Pictures of pizza, popcorn and pasta, with the labels *\_\_izza*, *\_\_opcorn* and *\_\_asta*  for completion. |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & Answers

**5. FUN CORNER AND WRAP-UP** (5 minutes)

**\* Game: *“Slap the board”***

- Tell pupils that they are going to listen to the names of the food items and slap the correct Flashcards as quickly as possible.

- Put the Flashcards (pizza, popcorn, pasta) on the board.

- Call two or three pupils to the front of the class. Ask them to stand at a certain distance from the board.

- The teacher says a word, e.g. pizza. Have pupils run to the board and slap the correct flash card. The pupil who is the quickest to slap the correct flashcard gets one point. The pupil who has the most points at the end of the game wins.

**CLASS 2B :**

**\*Supplement*( Bổ sung )***

- The lesson may take longer than expected, solution for example will be omitted and practice quickly ............

+Most of Ss can use the model sentence: *I like………………..* *(pasta, pocorn, pizza)*

**Disable studen**t: remember the letter P and sound /p/.

**CLASS 2C :**

**\*Supplement*( Bổ sung )***

- The lesson may take longer than expected, solution for example will be omitted and practice quickly ............

+Most of Ss can use the model sentence: *I like………………..* *(pasta, pocorn, pizza)*