**WEEK 2**

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| **Week 2****Period 3**Class : 2A | **UNIT 1: AT MY BIRTHDAY PARTY****Lesson 3 – 6,7,8** |

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- use the sentence structure *“The \_\_\_\_\_ is yummy.”* to express this feeling about a particular food.

- sing a song with the sentence structures *“I like \_\_\_\_\_.”* and *“The \_\_\_\_\_ is yummy.”*.

**2. Competences**

- Critical thinking and creativity: learn how to express their feelings about food correctly and fluently.

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

- Self-control & independent learning: perform speaking tasks.

**3. Attributes**

- Show their love and interest in food.

- Show their knowledge about choosing healthy food.

- Willing to help friends.

**II. MATERIALS**

- Pupil’s book: Page 8

- Audio Tracks 5, 6

- Teacher’s guide: Pages 11, 12

- Website *hoclieu.vn*

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

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To review the vocabulary about food (*pizza, popcorn, pasta*).

**b. Content**

- Game: *“What’s missing?”*

**c. Expected outcomes**

- Pupils can remember the vocabulary about food correctly.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: *“What’s missing?”*** |
| - Tell pupils that they are going to memorize and find out what picture is disappearing. - Stick the pictures (*popcorn, pasta, pizza*) on the board. Ask pupils to memorize them for one minute.- Have pupils close their eyes and face down on the table. Remove one of the pictures and rearrange the order of the others.- Ask pupils to identify and say the name of the missing picture.- Continue the game until all the words are said. | - Listen to the teacher’s instructions. - Look at the pictures on the board. Memorize them for one minute.- Close their eyes and face down on the table. - Identify and say the name of the missing picture.- Continue playing the game. | Pictures about food items (*popcorn, pasta, pizza*) |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

**2. ACTIVITY 1:KNOWLEDGE CONSTRUCTION**(10 minutes)

**a. Objectives**

- To use the sentence structure *“The \_\_\_\_\_ is yummy.”* to express feeling.

**b. Content**

- Activity 6. Listen and repeat.

**c. Expected outcomes**

- Pupils can use the sentence structure *“The \_\_\_\_\_ is yummy.”* to expressfeeling.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Listen and repeat.** (Track 5) |
| **Step 1:** Draw pupils’ attention to the picture (say “Look at the picture.”). Say “The boy likes popcorn. The popcorn is yummy.” **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.”). 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. | - Pupils follow the teacher demonstrating the activity.- Pupils point to the sentence. Pupils listen to the recording and repeat. | - Speech bubble: *The popcorn is yummy.*- The picture shows a boy eating popcorn. The boy is saying “The popcorn is yummy.” |

**e. Assessment**

- Performance products: Pupils’ pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To use the sentence structure *“The \_\_\_\_\_ is yummy.”* to express the feeling about a particular food.

**b. Content**

- Activity 7. Let’s talk.

**c. Expected outcomes**

- Pupils can use the sentence structure *“The \_\_\_\_\_ is yummy.”* to express the feeling about a particular food.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 7. Let’s talk.**  |
| **Step 1:** Write *“The popcorn is yummy.”* on the board and underline the word popcorn. Say *“The popcorn is yummy.”*.**Step 2:** Erase *popcorn* and replace it with *pasta*. Say “The pasta is yummy.”.**Step 3:** Repeat **Step 2** for *pizza*. **Step 4:** Erase pizza and leave the incomplete sentence structure *“The \_\_\_\_\_ is yummy.”* on the board. **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. **Step 6:** Repeat **Step 5** for Pictures b and c. | - Pupils listen to the teacher carefully.- Pupils follow the teacher demonstrating the activity.- Pupils follow the teacher’s instructions.- Pupils look at the incomplete sentence structure on the board.- Pupils look at Picture a and say the full sentence structure.- Pupils follow the teacher’s instructions. | There are three pictures showing (a) pasta, (b) pizza, and (c) popcorn, together with the incomplete sentence structure *“The \_\_\_\_\_ is yummy.”*. |

**e. Assessment**

- Performance products: Pupils’ performance

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To sing a song with the sentence structures *“I like \_\_\_\_\_.”* and *“The \_\_\_\_\_ is yummy.”*.

**b. Content**

- Activity 8. Let’s sing.

**c. Expected outcomes**

- Pupils can sing a song with the sentence structures *“I like \_\_\_\_\_.”* and *“The \_\_\_\_\_ is yummy.”*

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 8. Let’s sing.** (Track 6) |
| **Step 1:** Draw pupils’ attention to the picture (say “Look at the picture.”). Say “It’s a birthday party.” **Step 2:** Play the recording of the song to familiarise pupils with the rhythm and melody (say “Listen.”). **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. **Step 4:** Say “Let’s sing!”. Play the recording line by line and encourage pupils to sing along. **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. | - Pupils look at the picture.- Pupils listen to the recording of the song to familiarise with the rhythm and melody.- Pupils read the song line by line.- Pupils listen to the recording line by line and sing along.- Pupils work in groups to make up actions for the song. Pupils perform the song for the class. | - The lyrics and the recording of the song about a birthday party.- The picture shows a birthday party. The people are singing. |

**e. Assessment**

- Performance products: Pupils’ interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1*/* Game: *“Pass the card”***

- Divide the class into two teams. Ask pupils from each team to stand in a line.

- Give the first pupil of each team a card and say “Go.”

- Ask pupils to pass the cards to another one.

- Have the last pupil race to hand their card to the teacher and say a sentence expressing the feeling about the food on the card. Give the first team to name their card correctly one point.

- The team that gets the most points wins. Praise the winner.

**\* Option 2*/ Moving time***

- Divide the class into four teams.

- Ask each team to stand up, then sing and dance. The team that sings and dances the most beautifully will get points.

- Encourage pupils to join in this activity.

- Give points to the teams.

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**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 pasta, popcorn, pizza. They can say: *The………..is yummy.*

**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 pasta, popcorn, pizza. They can say: *The………..is yummy.*

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| **Week 2****Period 4**Class : 2A | **UNIT 2: IN THE BACKYARD****Lesson 1 – 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 *K/k* (*/keɪ/*).

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

**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 outdoor activities.

- Participate in common tasks actively.

**II. MATERIALS**

- Pupil’s book: Page 9

- Audio Track 7

- Teacher’s guide: Pages 13, 14, 15

- Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 2)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To review talking about food items correctly.

**b. Content**

- Game: Lucky flowers

**c. Expected outcomes**

- Pupils can remember talking about food items correctly.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Game: Lucky flowers** |
| - Divide the class into two teams.- Prepare flowers with food items on one side and points from one to ten on the other.- Have a pupil from each team pick a picture from the box and talk about food, e.g. *I like popcorn.*- Get corresponding points for their team. - Continue the game with the other pupils.- The team that gets the most points is the winner. Praise the winner. | - Work in two teams.- Pick a picture from the box and talk about food.- Continue playing the game.- Praise the winner. | - Speech bubble: *I like \_\_\_\_\_.*- Pictures about food items (*popcorn, pasta, pizza, cake, chicken, chips, fish, noodles, …* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To correctly pronounce the name of the letter *K/k* and the sound */k/*, both in isolation and in the words *kite*, *bike* and *kitten*.

**b. Content**

- Activity 1. Listen and repeat.

**c. Expected outcomes**

- Pupils can correctly pronounce the name of the letter *K/k* and the sound */k/*, both in isolation and in the words *kite*, *bike* and *kitten*.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 1. Listen and repeat.** (Track 7) |
| **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 *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/.”). **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, 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 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.”). **Step 5:** Play the recording of *kite* 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 *bike* and *kitten*. **Step 7:** Play the recording in full and encourage pupils to repeat the name and sound of the letter *K/k*, *kite*, *bike* and *kitten* both individually and in chorus. | - Pupils look at the picture. Pupils answer the questions to identify the context.- Pupils point to the letter *K/k* and listen to the teacher’s explanation.- Pupils listen to the recording of the name and sound of the letter *K/k* and repeat.- Pupils look at the kite. Then pupils point to the word *kite*. Pupils pay attention to the colour of the letter *k*.- Pupils listen to the recording of *kite* and repeat.- Pupils follow the teacher’s instructions.- Pupils listen to the recording in full and repeat the name and sound of the letter *K/k*, *kite*, *bike* and *kitten* both individually and in chorus. | - The picture shows 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. - The sound of the letter *K/k* (*/k/*) is the focus of Unit 2. |

**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 *kite*, *bike* and *kitten*.

**b. Content**

- Activity 2. Point and say.

**c. Expected outcomes**

- Pupils can correctly identify and pronounce the words *kite*, *bike* and *kitten*.

**d. Organisation**

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

**e. Assessment**

- Performance products: Pupils’ interaction and practice

- Assessment tools: Observation; Questions & Answers

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

**\* Game: Word Game**

- Divide the class into teams. Give each team one pack of flashcards. Say “You are going to play a word game.”

- Explain that when you pronounce 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.

- Play the game.

- Count the points for each team and announce the winner. The team with the most points wins.

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**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 Letter K - /k/, the words bike, kite

**Disable studen**t: remember the letter K and sound /k/ and simple words.

**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 Letter K - /k/, the words bike, kite.