**GRADE 2**

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| **Week 3**  **Period 5**  Class : 2A | **UNIT 2: IN THE BACKYARD**  **Lesson 2 – 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 *K/k* (*/k/*), the words *kite*, *bike* and *kitten* and the sentence structure *“He’s/She’s \_\_\_\_\_ (verb + -ing).”*.

- recognise target words and the sentence structure while listening.

- write the letter *K/k* and complete the words *bike*, *kite* and *kitten*.

**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 outdoor activities.

- Participate in common tasks actively.

**II. MATERIALS**

- Pupil’s book: Page 10

- Audio Tracks 8, 9

- Teacher’s guide: Pages 15, 16

- Website *hoclieu.vn*

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

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To identify the words with the sound of the letter *K/k (/k/)* and *P/p (/p/)*.

**b. Content**

- Game: Odd one out

**c. Expected outcomes**

- Pupils can identify the words with the sound of the letter *K/k* (*/k/*) and *P/p (/p/)* correctly.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Game: Odd one out** | | |
| - Prepare some pictures of the words with the sound of the letter *K/k (/k/)* and *P/p (/p/)*.  - Put three pictures up on the board and then ask pupils to decide which they think is the odd one out.  E.g. *bike, pasta, kite* (This can be *“pasta”* because *“bike”* and *“kite”* have the sound of the letter *P/p (/p/)*).  - Continue the game until all the pictures are used. | - Pupils look at three pictures on the board and then decide which they think is the odd one out.  - Pupils continue playing the game. | Pictures (*popcorn, pasta, pizza,* *kite, bike, kitten, chicken, chips*) |

**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 *K/k* (*/k/*), the words *kite*, *bike* and *kitten* and the sentence structure *“He’s/ She’s \_\_\_\_\_ (verb + -ing).”*.

**b. Content**

- Activity 3. Listen and chant.

**c. Expected outcomes**

- Pupils can say a chant with the sound of the letter *K/k* (*/k/*), the words *kite*, *bike* and *kitten* and the sentence structure *“He’s/ She’s \_\_\_\_\_ (verb + -ing).”*.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 3. Listen and chant.** (Track 8) | | |
| **Step 1:** Draw pupils’ attention to the picture and have them point to the kite (say “Look at the picture. Point to the kite.”).  **Step 2:** Say “He’s flying a kite.” and encourage pupils to repeat.  **Step 3:** Repeat **Steps 1** and **2** for *He’s riding a bike.* and *She’s playing with a kitten.*  **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 it in turns to chant a line. The whole class can clap along or do other actions. | - Pupils look at the picture and point to the kite.  - 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 what some children are doing in the backyard.  - The picture shows a boy flying a kite, another boy riding a bike and a girl playing with a kitten. |

**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 *bike*, *kitten* and the sentence structure *“I have \_\_\_\_\_.”* while listening.

**b. Content**

- Activity 4. Listen and circle.

**c. Expected outcomes**

- Pupils can recognise the words *bike*, *kitten* and the sentence structure *“I have \_\_\_\_\_.”* while listening.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 4. Listen and circle.** (Track 9) | | |
| **Step 1:** Have pupils look at the pictures and say the words (say “Point and say.”). When pupils answer correctly, confirm by saying “kite/ bike/ kitten/ puppy”.  **Step 2:** Play the recording and allow pupils time to complete the activity (say “Listen and circle.”). 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 “1b. I have a bike.”/ “2a. I have a kitten.” 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 *kite* and (b) a *bike*  + Audio script:  *I have a bike.*  2. Pictures: (a) a *kitten* and (b) a puppy  + Audio script:  *I have a kitten.*  **\* Key:** *1. b, 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 *K/k* and complete the words *bike*, *kite* and *kitten*.

**b. Content**

- Activity 5. Look and write.

**c. Expected outcomes**

- Pupils can write the letter *K/k* and complete the words *bike*, *kite* and *kitten*.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 5. Look and write.** | | |
| **Step 1:** Write the letter *K* (upper case) on the board and say “K” (/keɪ/).  **Step 2:** Write the letter *K* (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 *K* (upper case) on the board.  **Step 3:** Repeat **Steps 1** and **2** for *k* (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 *K* (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 *K* (upper case) and *k* (lower case).  - Pictures of a bike, a kite and a kitten, with the labels *bi\_\_e*, *\_\_ite* and *\_\_itten* for completion. |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1:Game: Throw the dice**

- Tell pupils that they are going to look at the flashcards and say the words related to the flashcards.

- Divide the class into two teams.

- Put a flashcard (e.g. *kite*) on the board.

- Call a pupil to stand up and say a word related to that flashcard.

- If he/ she says the word with correct pronunciation, he/ she throws the dice to get points.

- The team with the most points wins the game. Praise the winner.

**\* Option 2**

- Prepare the flashcards with the vocabulary they have learnt from the previous unit.

- Put the flashcards in a box.

- Tell pupils they are going to look at the word and choose the flashcard suitable for that word.

- Write a word with the letter *K/k* on the board, e.g. *kitten*. Ask a pupil to choose the flashcard suitable for the word and then stick it under the word on the board.

- Check the answers as the class.

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| **Week 3**  **Period 6**  Class : 2A | **UNIT 2: IN THE BACKYARD**  **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 structures *“Is he/ she \_\_\_\_\_ (verb + -ing)?”* and *“Yes, he/ she is. / No, he/ she isn’t.”* to ask and answer about actions in progress.

- sing a song with the sentence structures *“Is he/ she \_\_\_\_\_ (verb + -ing)?”* and *“Yes, he/ she is. / No, he/ she isn’t.”*.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer about actions in progress correctly and fluently.

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

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

**3. Attributes**

- Show their love and interest in outdoor activities.

- Participate in common tasks actively.

**II. MATERIALS**

- Pupil’s book: Page 11

- Audio Tracks 10, 11

- Teacher’s guide: Pages 17, 18

- Website *hoclieu.vn*

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

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To review the sentence structures *“He’s/ She’s \_\_\_\_\_ (verb + -ing)”* to talk about actions in progress.

**b. Content**

- Game: Making sentences

**c. Expected outcomes**

- Pupils can correctly remember the sentence structures *“He’s/ She’s \_\_\_\_\_ (verb + -ing)”* to talk about actions in progress.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Game: Making sentences** | | |
| - Tell pupils that they are going to play the game in teams of four or five.  - Nominate one pupil in each team as a leader. The leader says a sentence and the other team members have to stand in a line, holding the word cards to make a sentence. For example: *He’s flying a kite.*  - Set a time limit for the teams to play the game.  - Invite two teams to the front of the class to play the game.  - Have the class give comments and announce the winner. The team that makes the most correct sentences will win. | - Listen to the teacher’s instructions.  - Listen to a sentence and stand in a line, holding the word cards to make a sentence.  - Play the game.  - Come to the front of the class to play the game.  - Give comments and announce the winner. | Word cards to make sentences:  *1. kite. / He’s / a / flying*  *2. riding / bike. / a / He’s*  *3. a / playing / She’s / kitten. / with* |

**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 structures *“Is he/ she \_\_\_\_\_ (verb + -ing)?”* and *“Yes, he/ she is. /   
No, he/ she isn’t.”* to ask and answer questions about actions in progress.

**b. Content**

- Activity 6. Listen and repeat.

**c. Expected outcomes**

- Pupils can use the sentence structures *“Is he/ she \_\_\_\_\_ (verb + -ing)?”* and *“Yes, he/ she is. / No, he/ she isn’t.”* to ask and answer questions about actions in progress.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 6. Listen and repeat.** (Track 10) | | |
| **Step 1:** Draw pupils’ attention to the pictures (say “Look at the pictures.”).  **Step 2:** Have pupils point to the sentences (say “Point to the sentences.”). 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 look at the pictures.  - Pupils point to the sentence. Pupils listen to the recording and repeat. | - Speech bubbles:  *Is she flying a kite? - Yes, she is.*  *Is he flying a kite? - No, he isn’t.*  - Picture shows a boy and a girl watching a girl flying a kite. The girl says “Is she flying a kite?”. The boy is saying “Yes, she is.”  - Picture b shows a boy and a girl watching a boy riding a bike. The boy says “Is he flying a kite?”. The girl says “No, he isn’t.” |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To use the sentence structures *“Is he/ she \_\_\_\_\_ (verb + -ing)?”* and *“Yes, he/ she is. /   
No, he/ she isn’t.”* to ask and answer questions about actions in progress.

**b. Content**

- Activity 7. Let’s talk.

**c. Expected outcomes**

- Pupils can use the sentence structures *“Is he/ she \_\_\_\_\_ (verb + -ing)?”* and *“Yes, he/ she is. / No, he/ she isn’t.”* to ask and answer questions about actions in progress.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 7. Let’s talk.** | | |
| **Step 1:** Write *“Is he/ she \_\_\_\_\_?”* on the board. Underneath the question, write *“Yes, \_\_\_\_\_.”* and *“No, \_\_\_\_\_.”*. Encourage them to complete *“Yes, \_\_\_\_\_.”* and *“No, \_\_\_\_\_.”*. Write them on the board.  **Step 2:** Have pupils look at Picture a. Say “Is he …?” and encourage them to complete the sentence with *“flying a kite”*.  **Step 3:** Say “Is he flying a kite?” Point to each of the possible answers written on the board and encourage pupils to choose the correct one. When they answer correctly, confirm by saying “Yes, he is.”  **Step 4:** Repeat **Steps 2** and **3** for *Pictures b* and *c*.  **Step 5:** Have pupils work in pairs to look at each picture and practise asking and answering questions about the actions in progress. Go around the class to offer support and feedback. | - Pupils follow the teacher demonstrating the activity.  - Pupils look at Picture a. Pupils complete the sentence with *“flying a kite”*.  - Pupils look at each of the possible answers written on the board and choose the correct one.  - Pupils follow the teacher’s instructions.  - Pupils work in pairs to look at each picture and practise asking and answering questions about the actions in progress. | There are three pictures showing (a) a boy flying a *kite*, (b) a girl playing with a *kitten*, and (c) a boy riding a *bike*, together with the incomplete sentence structures *“Is he/ she \_\_\_\_\_ (verb + -ing)?”* and *“Yes, \_\_\_\_\_. / No, \_\_\_\_\_.”* |

**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 *“Is he/ she \_\_\_\_\_ (verb + -ing)?”* and *“Yes, he/ she is. / No, he/ she isn’t.”*

**b. Content**

- Activity 8. Let’s sing.

**c. Expected outcomes**

- Pupils can sing a song with the sentence structures *“Is he/ she \_\_\_\_\_ (verb + -ing)?”* and   
*“Yes, he/ she is. / No, he/ she isn’t.”*

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 8. Let’s sing.** (Track 11) | | |
| **Step 1:** Draw pupils’ attention to the picture (say “Look at the picture.”). Say “Is she riding a bike?” and encourage pupils to answer “Yes, she is.” Say “Is he riding a bike?” and encourage pupils to answer “No, he isn’t.”  **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 and answer the teacher’s questions.  - 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 what the children are doing in the backyard.  - The picture shows a boy flying a kite and a girl riding a bike. |

**e. Assessment**

- Performance products: Pupils’ interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game: Matching game**

- Using pictures and flashcards.

- Have three pupils hold the pictures and three more hold the sentences.

- Ask them to find and match.

- Praise the ones who finish the matching. Then ask the class to look and say aloud.

**\* Option 2: Game: Which is missing?**

- Put four or five flashcards on a board and tell pupils to read out loud.

- Ask them to close their eyes. Teacher takes one flashcard away.

- Have pupils open their eyes, ask them to guess what flashcard is missing and say the word.

- Continue the game until time’s up.