**GRADE 2**

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| **Week5**  **Period 9**  Class: 2A | **UNIT 3: AT THE SEASIDE**  **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 *S/s* (*/es/*).

- correctly pronounce the sound of the letter *S/s* (*/s/*) in isolation and in the words *sail*, *sand* and *sea*.

**2. Competences**

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

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

**3. Attributes**

- Show their love for the beauty of nature and responsibility to protect it.

- Study hard.

**II. MATERIALS**

- Pupil’s book: Page 14

- Audio Track 12

- Teacher’s guide: Pages 22, 23, 24

- Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 3)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To review singing and complete the song with the missing word correctly.

**b. Content**

- Game: Sing and complete

**c. Expected outcomes**

- Pupils can sing and complete the song with the missing words correctly.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Game: Sing and complete** | | |
| - Show pupils the lyrics of the song with some missing words.  - Play the recording for pupils to listen to the song.  - Then play the recording for pupils to listen to the song again. Ask some advanced pupils to guess the missing words.  - Have pupils sing the complete song aloud.  - Play the recording again for pupils to sing and do the actions. | - Look at the lyrics of the song with some missing words.  - Listen to the song.  - Listen to the song again. Guess the missing words.  - Sing the complete song aloud.  - Sing and do the actions. | - The lyrics of the song with some missing words:  *Where’s Kate?*  *She’s in the (1) \_\_\_\_\_\_.*  *Is she (2) \_\_\_\_\_\_ a bike?*  *Yes, she is. Yes, she is.*  *Where’s Ken?*  *He’s in the yard.*  *Is he riding a (3)\_\_\_?*  *No, (4)\_\_ isn’t. No, (5)\_\_ isn’t.*  \* Answer:  *(1) yard*  *(2) riding*  *(3) bike*  *(4) he*  *(5) he* |

**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 *S/s* and the sound */s/*, both in isolation and in the words *sail*, *sand* and *sea*.

**b. Content**

- Activity 1. Listen and repeat.

**c. Expected outcomes**

- Pupils can correctly pronounce the name of the letter *S/s* and the sound */s/*, both in isolation and in the words *sail*, *sand* and *sea*.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 1. Listen and repeat.** (Track 12) | | |
| **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 *S/s* (say “Point to the letter *S*.”). Explain that the name of the letter *S/s* is different to its sound (say “Listen. /es/ /s/.”).  **Step 3:** Play the recording of the name and sound of the letter *S/s* 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 sail (say “Look at the sail.”). Then have them point to the word *sail* (say “Point to the word *sail*.”). Draw their attention to the colour of the letter *s* (say “Look at the colour of the letter *s*. It is red.”).  **Step 5:** Play the recording of *sail* 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 *sand* and *sea*.  **Step 7:** Play the recording in full and encourage pupils to repeat the name and sound of the letter *S/s*, *sail*, *sand* and *sea* both individually and in chorus. | - Pupils look at the picture. Pupils answer the questions to identify the context.  - Pupils point to the letter *S/s* and listen to the teacher’s explanation.  - Pupils listen to the recording of the name and sound of the letter *S/s* and repeat.  - Pupils look at the sail. Then pupils point to the word *sail*. Pupils pay attention to the colour of the letter *s*.  - Pupils listen to the recording of *sail* and repeat.  - Pupils follow the teacher’s instructions.  - Pupils listen to the recording in full and repeat the name and sound of the letter *S/s*, *sail*, *sand* and *sea* both individually and in chorus. | - The picture shows the seaside. The sun is shining. A father, son and daughter are sailing on the sea. The father is controlling the sail. The son is fishing. The daughter is looking at the sand on the beach.  - *Sail*, *sand* and *sea* are labelled, with the letter *s* in red.  - The sound of the letter *S/s* (*/s/*) is the focus of Unit 3. |

**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 *sail*, *sand* and *sea*.

**b. Content**

- Activity 2. Point and say.

**c. Expected outcomes**

- Pupils can correctly identify and pronounce the words *sail*, *sand* and *sea*.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 2. Point and say.** | | |
| **Step 1:** Have pupils point to the letter *S/s* and correctly pronounce its name and sound (say “Point to the letter *S*. Say /es/. Now say /s/.”).  **Step 2:** Have pupils point to and correctly pronounce the word *sail* (say “Point to the sail. Say sail.”). 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 *sand* and *sea*.  **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 *S/s* and correctly pronounce its name and sound.  - Pupils point to and correctly pronounce the word *sail*.    - Pupils follow the teacher’s instructions.  - Pupils work in pairs or teams for further practice of **Steps 1** to **3**. | Flashcards/ pictures (*sail*, *sand*, *sea*) |

**e. Assessment**

- Performance products: Pupils’ interaction and practice

- Assessment tools: Observation; Questions & Answers

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

**\* Game: Pelmanism**

- Divide the class into small teams. Give each team two sets of flashcards. Say “You are going to play Pelmanism.”

- Instruct pupils to shuffle their flashcards and then place them face down on the desk.

- Explain that team members should take it in turns to turn over two cards. Do the word and the picture match? If they do match, the team member scores one point. If they do not match, the team member should turn both cards face down again.

- Play the game. The first team to match all the words and pictures wins.

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| **Week 5**  **Period 10**  Class: 2A | **UNIT 3: AT THE SEASIDE**  **Lesson 2 – 3,4** |

**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 *S/s* (*/s/*), the words *sail*, *sand* and *sea* and the sentence structure *“I can see the \_\_\_\_\_.”*.

- recognise target words and the sentence structure while listening.

- write the letter *S/s* and complete the words *sand*, *sail* and *sea*.

**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 for the beauty of nature and responsibility to protect it.

- Study hard.

**II. MATERIALS**

- Pupil’s book: Page 15

- Audio Tracks 13, 14

- Teacher’s guide: Pages 24, 25

- Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 3)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To review the words with the sound of the letter *S/s* (*sand*, *sail*, *sea*).

**b. Content**

- Game: Jumbled letters

**c. Expected outcomes**

- Pupils can remember and write the words with the sound of the letter *S/s* (*sand*, *sail*, *sea*) correctly.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Game: Jumbled letters** | | |
| - Tell pupils they are going to arrange the jumbled letters to make a meaningful word.  - Have each pupil prepare a small board and a marker.  - Ask pupils to work individually.  - Show a flashcard and jumbled letters. Ask pupils to write meaningful words on their boards.  - Invite some pupils to raise their boards to the class.  - Check the answers as the whole class.  - Continue the game until all the words are said. | - Listen to the teacher’s explanation.  - Prepare a small board and a marker.  - Look at a flashcard and jumbled letters. Write the meaningful word on their boards.  - Check the answers as the whole class.  - Continue playing the game. | - Flashcards (*sand*, *sail*, *sea*)  - Jumbled letters:  1. e s a  2. l a i s  3. a n s d |

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

**a. Objectives**

- To say a chant with the sound of the letter *S/s* (*/s/*), the words *sail*, *sand* and *sea* and the sentence structure *“I can see the \_\_\_\_\_.”*.

**b. Content**

- Activity 3. Listen and chant.

**c. Expected outcomes**

- Pupils can say a chant with the sound of the letter *S/s* (*/s/*), the words *sail*, *sand* and *sea* and the sentence structure *“I can see the \_\_\_\_\_.”*.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 3. Listen and chant.** (Track 13) | | |
| **Step 1:** Draw pupils’ attention to the picture and have them point to the sail (say “Look at the picture. Point to the sail.”).  **Step 2:** Say “I can see the sail.” and encourage pupils to repeat.  **Step 3:** Repeat **Steps 1** and **2** for *sand* and *sea*.  **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 sail.  - 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 the seaside.  - The picture shows a boy at the seaside. He’s looking at the sea, the sail and the sand. |

**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 *sail*, *sand* and the sentence structure *“I can see \_\_\_\_\_.”* while listening.

**b. Content**

- Activity 4. Listen and tick.

**c. Expected outcomes**

- Pupils can recognise the words *sail*, *sand* and the sentence structure *“I can see \_\_\_\_\_.”* while listening.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 4. Listen and tick.** (Track 14) | | |
| **Step 1:** Have pupils look at the pictures and say the words (say “Point and say.”). When pupils answer correctly, confirm by saying “sail/ sun/ sea/ sand”.  **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 can see the sail.”/ “2b. I can see the sand.” 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 sail and  (b) the sun.  + Audio script:  *I can see the sail.*  2. Pictures: (a) the sea and (b) the sand.  + Audio script:  *I can see the sand.*  **\* Key:** *1. a, 2. b* |

**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 *S/s* and complete the words *sand*, *sail* and *sea*.

**b. Content**

- Activity 5. Look and write.

**c. Expected outcomes**

- Pupils can write the letter *S/s* and complete the words *sand*, *sail* and *sea*.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 5. Look and write.** | | |
| **Step 1:** Write the letter *S* (upper case) on the board and say “S” (/es/).  **Step 2:** Write the letter *S* (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 S (upper case) on the board.  **Step 3:** Repeat **Steps 1** and **2** for *s* (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 *S* (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 *S* (upper case) and *s* (lower case).  - Pictures of a sand, a sail and a sea, with the labels *\_\_ea*, *\_\_ail* and *\_\_and* for completion. |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game: Vocabulary review**

- Place the flashcards with the sound of the letter *K/k* (*kite, bike, kitten*) and *S/s* (*sail, sand, sea*) on the board so that pupils can’t see them. Ask pupils to shout out the words they learned last lesson.

- When they get one correct, turn over the flashcard so pupils can see it. Continue until they have remembered all the vocabulary.

**\* Option 2: Match the word with the correct picture**

- Place the pictures and the English words on the board.

- Have pupils read the words aloud.

- Ask pupils to come to the board and match the word with the correct picture.

- Check the answers as the class.

- Prepare for the next lesson: Unit 3*/* Lesson 3, Page 16.