**GRADE 2**

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| **Week 6**  **Period 11**  Class: 2A | **UNIT 3: AT THE SEASIDE**  **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 *“Let’s look at the \_\_\_\_\_!”* to suggest doing something.

- sing a song with the sentence structure *“Let’s look at the \_\_\_\_\_!”*.

**2. Competences**

- Critical thinking and creativity: learn how to suggest doing something 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 for the beauty of nature and responsibility to protect it.

- Study hard.

**II. MATERIALS**

- Pupil’s book: Page 16

- Audio Tracks 15, 16

- Teacher’s guide: Pages 25, 26, 27

- Website *hoclieu.vn*

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

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To review the sentence structure *“Let’s look at the \_\_\_\_\_.”* to suggest doing something.

**b. Content**

- Game: A magic apple tree

**c. Expected outcomes**

- Pupils can remember and say the sentence structure *“Let’s look at the \_\_\_\_\_.”* to suggest doing something correctly.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Game: A magic apple tree** | | |
| - Show pupils a big apple tree with five red apples and two magic apples.  - Divide the class into two teams.  - Model the activity by using an example. Ask pupils to give the sentence structure about suggesting doing something. Write the sentence *“Let’s look at the \_\_\_\_\_!”* on the board.  - Call one pupil from each team to choose an apple containing a picture. Ask the pupil to say the sentence using the model sentence on the board.  - Ask their friends to check their pronunciation.  - If the answers are correct, they will get points for their team. The team with more points will win. Praise the winner.  - Continue the game until all apples are picked. | - Look at a big apple tree.  - Work in two teams.  - Give the sentence structure about suggesting doing something. Look at the sentence *“Let’s look at the\_\_\_\_\_!”* on the board.  - Choose an apple containing a picture. Say the sentence using the model sentence on the board.  - Check their pronunciation.  - Praise the winner. | - Speech bubble:  *Let’s look at the \_\_\_\_\_.*  Some pictures (*sail, sand, sea*) |

**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 *“Let’s look at the \_\_\_\_\_!”* to suggest doing something.

**b. Content**

- Activity 6. Listen and repeat.

**c. Expected outcomes**

- Pupils can use the sentence structure *“Let’s look at the \_\_\_\_\_!”* to suggest doing something.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 6. Listen and repeat.** (Track 15) | | |
| **Step 1:** Draw pupils’ attention to the picture (say “Look at the picture.”). Say “I can see the sea. Let’s look at the sea!”  **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 look at the picture.  - Pupils point to the sentence. Pupils listen to the recording and repeat. | - Speech bubble:  *Let’s look at the sea.*  - The picture shows a boy and his parents at the seaside. The boy is saying “Let’s look at the sea!” |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To use the sentence structure *“Let’s look at the \_\_\_\_\_!”* to suggest doing something.

**b. Content**

- Activity 7. Let’s talk.

**c. Expected outcomes**

- Pupils can use the sentence structure *“Let’s look at the \_\_\_\_\_!”* to suggest doing something.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 7. Let’s talk.** | | |
| **Step 1:** Write *“Let’s look at the sea!”* on the board and underline the phrase *look at the sea*. Say “Let’s look at the sea!”  **Step 2:** Erase look at the sea and replace it with look at the sail. Say “Let’s look at the sail!”  **Step 3:** Repeat **Step 2** for *look at the sand*.  **Step 4:** Erase *look at the sand* and leave the incomplete sentence structure *“Let’s \_\_\_\_\_!”* on the board.  **Step 5:** Draw pupils’ attention to Picture a (say “Look at Picture a.”). Say “Let’s look at the sea!” and encourage them to repeat 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 follow the teacher demonstrating the activity.  - Pupils follow the teacher demonstrating the activity.  - Pupils follow the teacher’s instructions.  - Pupils follow the teacher demonstrating the activity.  - Pupils look at Picture a. Listen to the teacher carefully and repeat the full sentence structure.  - Pupils follow the teacher’s instructions. | There are three pictures showing (a) the sea, (b) a sail, and (c) the sand, together with the incomplete sentence structure *“Let’s \_\_\_\_\_!”*. |

**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 *“Let’s look at the \_\_\_\_\_!”*

**b. Content**

- Activity 8. Let’s sing.

**c. Expected outcomes**

- Pupils can sing a song with the sentence structures *“Let’s look at the \_\_\_\_\_!”*

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 8. Let’s sing.** (Track 16) | | |
| **Step 1:** Draw pupils’ attention to the picture (say “Look at the picture.”). Say “I can see the \_\_\_\_\_.” and encourage them to complete the sentence with the things they can see.  **Step 2:** Play the recording of the song to familiarise pupils with the rhythm and melody (say “Listen.”).  If the words *Saturday* and *Sunday* are new for pupils, you may wish to introduce the days of the week after reading the first line of the song (*It’s* *Saturday*.). To do this, draw a simple calendar on the board. Write the current day in the appropriate position, e.g. *Wednesday*, and say “It’s Wednesday.”. Encourage pupils to name any other days of the week that they already know and write each correct answer in the appropriate position. If there are any gaps, write the days of the week and model them for pupils to repeat.  **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 complete the sentence with the things they can see.  - 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 the seaside.  - The picture shows a boy and a girl at the seaside. The boy is pointing at the sail of a boat. |

**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 bag**

- Put some pictures in a bag.

- Have pupils sit in a circle.

- Ask pupils to pass the bag around the circle while music plays in the background.

- When the music stops, ask the pupil holding the bag to take out a flashcard in the bag and say the word.

**\* Option 2: Game: Lucky numbers (ppt)**

- Divide the class into two teams.

- Have each team stand in a line.

- Prepare pictures of the words (*sail, sand, sea*) with points from 1 to 20 on their backs.

- Have a pupil from each team choose a number and suggest doing something with the picture.

E.g.Pupil: *Let’s look at the sea.*

- If he/ she gives the correct sentence, he/ she gets points.

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

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| **Week 6**  **Period 12**  Class: 2A | **UNIT 4: IN THE COUNTRYSIDE**  **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 *R/r* (*/ɑː(r)/*).

- correctly pronounce the sound of the letter *R/r* (*/r/*) in isolation and in the words *rainbow*, *river* and *road*.

**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 17

- Audio Track 17

- Teacher’s guide: Pages 28, 29, 30

- Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 4)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

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

**b. Content**

- Game: *“Fishing!”*

**c. Expected outcomes**

- Pupils can remember vocabulary about the sound of the letter *S/s* (*sail, sand, sea*) and choose the correct letter.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Game: Fishing!** | | |
| - Divide the class into two teams.  - Prepare some words with missing letters.  - Have two teams play *rock, paper, scissors* to find which team will go first.  - Have a pupil from each team choose a fish and complete the word with a letter, then say the word aloud.  - If they complete and say the words correctly, they will get one point for their team.  - If they choose a lucky fish, they will get one point and continue to choose the next fish.  - The team that gets more points is the winner. Praise the winner. | - Work in two teams.  - Play *rock, paper, scissors* to find which team will go first.  - Choose a fish and complete the word with a letter, then say the word aloud.  - Praise the winner. | - Pictures (*sail, sand, sea*)  - Words with missing letters:  1. sa\_\_l  2. \_\_ea  3. \_\_ s\_\_nd  - There are five fish. There are three fish containing the words of missing letters and two lucky fish. |

**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 *R/r* and the sound */r/*, both in isolation and in the words *rainbow*, *river* and *road*.

**b. Content**

- Activity 1. Listen and repeat.

**c. Expected outcomes**

- Pupils can correctly pronounce the name of the letter *R/r* and the sound */r/*, both in isolation and in the words *rainbow*, *river* and *road*.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 1. Listen and repeat.** (Track 17) | | |
| **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 *R/r* (say “Point to the letter R.”). Explain that the name of the letter *R/r* is different to its sound (say “Listen. /ɑː(r)/ /r/.”).  **Step 3:** Play the recording of the name and sound of the letter *R/r* 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 rainbow (say “Look at the rainbow.”). Then have them point to the word *rainbow* (say “Point to the word *rainbow*.”). Draw their attention to the colour of the letter *r* (say “Look at the colour of the letter *r*. It is red.”).  **Step 5:** Play the recording of *rainbow* 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 *river* and *road*.  **Step 7:** Play the recording in full and encourage pupils to repeat the name and sound of the letter *R/r*, *rainbow*, *river* and *road* both individually and in chorus. | - Pupils look at the picture. Pupils answer the questions to identify the context.  - Pupils point to the letter *R/r* and listen to the teacher’s explanation.  - Pupils listen to the recording of the name and sound of the letter *R/r* and repeat.  - Pupils look at the rainbow. Then pupils point to the word *rainbow*. Pupils pay attention to the colour of the letter *r*.  - Pupils listen to the recording of *rainbow* and repeat.  - Pupils follow the teacher’s instructions.  - Pupils listen to the recording in full and repeat the name and sound of the letter *R/r*, *rainbow*, *river* and *road* both individually and in chorus. | - The picture shows the countryside. There is a rainbow, a river and a road. On the road, there is a woman riding a moped and a girl riding a bike.  - *Rainbow*, *river* and *road* are labelled, with the letter *r* in red.  - The sound of the letter *R/r* (*/r/*) is the focus of Unit 4. |

**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 *rainbow*, *river* and *road*.

**b. Content**

- Activity 2. Point and say.

**c. Expected outcomes**

- Pupils can correctly identify and pronounce the words *rainbow*, *river* and *road*.

**d. Organisation**

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

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & Answers

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

**\* Game: Board race**

- Divide the class into teams (the number of teams will depend on the number of words, as each pupil should be holding a different beginning or ending). Give each team a set of flashcards and tell them to share them out so that each pupil has one card. Say “You are going to play Board race.”

- Tell each team to stand in a circle and hold up their flashcards, so that they can all see what is written on them.

- Explain that when you call out a word, e.g. rainbow, the two pupils who are holding the beginning and ending of the word must find each other, run to the board and stick the flashcards in the correct order. The fastest pair wins one point.

- Play the game. The team with the most points wins.