**GRADE 2**

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| **Week 7**  **Period 13**  Class: 2A | **UNIT 4: IN THE COUNTRYSIDE**  **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 *R/r* (*/r/*), the words *rainbow*, *river* and *road* and the sentence structure *“There’s a \_\_\_\_\_.”*.

- recognise target words and the sentence structure while listening.

- write the letter *R/r* and complete the words *river*, *rainbow* and *road*.

**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 the responsibility to protect it.

- Study hard.

**II. MATERIALS**

- Pupil’s book: Page 18

- Audio Tracks 18, 19

- Teacher’s guide: Pages 30, 31, 32

- Website *hoclieu.vn*

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

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To review the words with the sound of the letter *R/r* (*river*, *rainbow*, *road*).

**b. Content**

- Game: What’s the picture?

**c. Expected outcomes**

- Pupils can remember and say the words with the sound of the letter *R/r* (*river*, *rainbow*, *road*) correctly.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Game: What’s the picture?** | | |
| - Prepare some pictures (*river, rainbow, road*).  - Divide each picture into pieces.  - Show each piece of the picture in turn.  - 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 (*river*, *rainbow*, *road*) |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Evaluation

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

**a. Objectives**

- To say a chant with the sound of the letter *R/r* (*/r/*), the words *rainbow*, *river* and *road* and the sentence structure *“There’s a \_\_\_\_\_.”*.

**b. Content**

- Activity 3. Listen and chant.

**c. Expected outcomes**

- Pupils can say a chant with the sound of the letter *R/r* (*/r/*), the words *rainbow*, *river* and *road* and the sentence structure *“There’s a \_\_\_\_\_.”*.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 3. Listen and chant.** (Track 18) | | |
| **Step 1:** Draw pupils’ attention to the picture and have them point to the road (say “Look at the picture. Point to the road.”).  **Step 2:** Say “There’s a road.” and encourage pupils to repeat.  **Step 3:** Repeat **Steps 1** and **2** for *river* and *road*.  **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 road.  - 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 countryside.  - The picture shows a road through the countryside. Beside the road, there is a river. In the sky, there is a rainbow. |

**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 *river*, *road* and the sentence structure *“There’s a \_\_\_\_\_.”*   
while listening.

**b. Content**

- Activity 4. Listen and tick.

**c. Expected outcomes**

- Pupils can recognise the words *river*, *road* and the sentence structure *“There’s a \_\_\_\_\_.”* while listening.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 4. Listen and tick.** (Track 19) | | |
| **Step 1:** Have pupils look at the pictures and say the words (say “Point and say.”). When pupils answer correctly, confirm by saying “river/ rainbow/ lake/ road”.  **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. There’s a river.”/ “2b. There’s a road.” 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 river  and (b) a rainbow  + Audio script:  *There’s a river.*  2. Pictures: (a) a lake  and (b) a road + Audio script:  *There’s a road.*  **\* 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 *R/r* and complete the words *road*, *river* and *rainbow*.

**b. Content**

- Activity 5. Look and write.

**c. Expected outcomes**

- Pupils can write the letter *R/r* and complete the words *road*, *river* and *rainbow*.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 5. Look and write.** | | |
| **Step 1:** Write the letter *R* (upper case) on the board and say “R” (/ɑː(r)/).  **Step 2:** Write the letter *R* (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 *R* (upper case) on the board.  **Step 3:** Repeat **Steps 1** and **2** for *r* (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 *R* (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 *R* (upper case) and *r* (lower case).  - Pictures of a road, a river and a rainbow, with the labels *\_\_oad*, *\_\_iver* and *\_\_ainbow* for completion. |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1:Game: Pelmanism**

- Tell pupils about two sets of cards (pictures and words). Check comprehension.

- Put pupils into two teams.

- Ask each player from each team in turn to select two cards and turn them face up. If the word matches the picture, the player wins and continues to turn over another pair. If the cards do not match, they are turned face down again and the next player has to go.

- The game ends when all the cards are gone. The team with more cards is the winner. Praise the winner.

**\* Option 2: Game: Ball Circle**

- Have the pupils sit in a circle.

- Throw a ball to one pupil and the pupil has to say a word with the sound of the letter   
*R/r* (*/r/*).

+ If the pupils can pronounce the word correctly, they get one point.

+ If the pupils cannot pronounce the word correctly, they will be dismissed.

- The last pupil in the circle wins the game. Praise the winner.

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| **Week 7**  **Period 14**  Class: 2A | **UNIT 4: IN THE COUNTRYSIDE**  **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 *“What can you see?”* and *“I can see a \_\_\_\_\_.”* to describe features of a scene.

- sing a song with the sentence structures *“What can you see?”* and *“I can see a \_\_\_\_\_.”*.

**2. Competences**

- Critical thinking and creativity: learn how to describe features of a scene 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 the responsibility to protect it.

- Study hard.

**II. MATERIALS**

- Pupil’s book: Page 19

- Audio Tracks 20, 21

- Teacher’s guide: Pages 32, 33

- 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 R/r (*road, rainbow, river*).

**b. Content**

- Game: Tick the R/r letter pictures

**c. Expected outcomes**

- Pupils can correctly remember the vocabulary about the sound of the letter R/r (*road, rainbow, river*).

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Game: Tick the R/r letter pictures** | | |
| - Stick nine pictures on the board.  - Have pupils look at the pictures carefully.  - Ask pupils to take turns ticking the picture with the sound of the letter *R/r*.  - Check the answers as the class.  - Call some pupils to read all the words aloud. | - Look at the pictures.  - Take turns ticking the picture with the sound of the letter *R/r*.  - Check the answers as the class.  - Read all the words aloud. | Pictures (*sail, road, kite, rainbow, river, bike, kitten, ball, red*)  \* Answer: *road, rainbow, river, red* |

**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 *“What can you see?”* and *“I can see a \_\_\_\_\_.”* to describe features of a scene.

**b. Content**

- Activity 6. Listen and repeat.

**c. Expected outcomes**

- Pupils can use the sentence structures *“What can you see?”* and *“I can see a \_\_\_\_\_.”*   
to describe features of a scene.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 6. Listen and repeat.** (Track 20) | | |
| **Step 1:** Draw pupils’ attention to the picture (say “Look at the picture.”). Say “There’s a rainbow. I can see a rainbow.”  **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 bubbles:  *What can you see?*  *I can see a rainbow.*  - The picture shows a boy and a girl looking at a rainbow. The girl is saying “What can you see?” The boy is saying “I can see a rainbow.” |

**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 structures *“What can you see?” and “I can see a \_\_\_\_\_.”* to describe features of a scene.

**b. Content**

- Activity 7. Let’s talk.

**c. Expected outcomes**

- Pupils can use the sentence structures *“What can you see?” and “I can see a \_\_\_\_\_.”*   
to describe features of a scene.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 7. Let’s talk.** | | |
| **Step 1:** Write *“What can you see? I can see a rainbow.”* on the board and underline the phrase *can see a rainbow.* Have two pupils model the question and answer for the class.  **Step 2:** Erase *can see a rainbow* and replace it with *can see a road*. Nominate another two pupils to model the question and answer for the class.  **Step 3:** Repeat **Step 2** for *can see a river*.  **Step 4:** Erase *can see a river* and leave the incomplete sentence structures *“What can you see?”* and *“I \_\_\_\_\_.”* on the board.  **Step 5:** Draw pupils’ attention to Picture a (say “Look at Picture a.”). Divide the class into two teams and encourage them to take turns asking and answering *“What can you see? - I can see a road.”*. 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. Two pupils model the question and answer for the class.  - Two pupils to model the question and answer for the class.  - Pupils follow the teacher’s instructions.  - Pupils follow the teacher demonstrating the activity.  - Pupils look at Picture a. Pupils work in two teams to take turns asking and answering *“What can you see? - I can see a road.”*.    - Pupils follow the teacher’s instructions. | There are three pictures showing (a) a road, (b) a rainbow, and (c) a river, together with the incomplete sentence structures *“What can you see?”* and *“I \_\_\_\_\_.”*. |

**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 *“What can you see?”* and *“I can see a \_\_\_\_\_.”*

**b. Content**

- Activity 8. Let’s sing.

**c. Expected outcomes**

- Pupils can sing a song with the sentence structures *“What can you see?”* and *“I can see a \_\_\_\_\_.”*

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 8. Let’s sing.** (Track 21) | | |
| **Step 1:** Draw pupils’ attention to the picture (say “Look at the picture.”). Say “What can you see?” and encourage pupils to answer using the full sentence structure.  **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 using the full sentence structure.  - 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 countryside.  - The picture shows a road, a river and a rainbow. |

**e. Assessment**

- Performance products: Pupils’ interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game: Noughts and Crosses**

- Write *“What can you see?”* and *“I can see a \_\_\_\_.”* on the board.

- Divide pupils into 2 teams: one team is X, one team is O.

- Using pictures they have

- Have pupils select a number on the grid, then 2 representatives ask and answer the question as the speech bubbles above. If they answer correctly, the teacher clicks on X or O for the team (depending on which team is answering).

- The first team to get three Xs or three Os in a row wins.

**\* Option 2: Game: Circle the words**

- Divide the class into teams of three pupils.

- Prepare paper sheets with many words in random order. Give each team a paper sheet.

- Have two pupils from each team take out two pens with different colours.

- When he/she calls out one word (e.g. *road*), the other two pupils try to circle that word as fast as possible.

- The pupil who circles more words wins.

- Have some teams demonstrate the activity in front of the class.