**GRADE 2**

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| **Week 11****Period 21**Class: 2A | **UNIT 6: ON THE FARM****Lesson 1 – 1,2,3** |

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- correctly pronounce the name of the letter *X/x* (*/eks/*).

- correctly pronounce the sound of the letter *X/x* (*/ks/*) in isolation and in the words *box*, *fox* and *ox*.

**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 animals.

- Raise awareness of caring for and protecting the animals.

- Evaluate abilities and participate in appropriate tasks for themselves and their friends.

**II. MATERIALS**

- Pupil’s book: Page 26

- Audio Track 30

- Teacher’s guide: Pages 44, 45, 46

- Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 6)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To review the words about animals.

**b. Content**

- Game: Matching game

**c. Expected outcomes**

- Pupils can remember the words *square, quiz, question* correctly.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Game: Matching game** |
| - Tell pupils that they are going to find three pairs of pictures and words as quickly as possible.- Stick the picture cards face down in the left column and the word cards face down in the right column on the board.- Invite one pupil to play the game by selecting a picture card and a word card, turning them over. If two cards are a matching pair, ask the pupil to say the word aloud. The pupil can continue to take another turn. If the cards do not make a match, ask the pupil to turn them face down again and invite another pupil to take the next turn.- Let pupils play the game until all pairs have been matched. Play the game several times if there is enough time. | - Listen to the teacher’s explanation. - Look at the picture cards and the words on the board. - Play the game by selecting a picture card and a word card, turning them over. Say the word aloud.    - Play the game until all pairs have been matched. | Three picture cards showing the words *square, quiz, question*. |

**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 *X/x* and the sound */ks/*, both in isolation and in the words *box*, *fox* and *ox*.

**b. Content**

- Activity 1. Listen and repeat.

**c. Expected outcomes**

- Pupils can correctly pronounce the name of the letter *X/x* and the sound */ks/*, both in isolation and in the words *box*, *fox* and *ox*.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 1. Listen and repeat.** (Track 30) |
| **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 *X/x* (say “Point to the letter X.”). Explain that the name of the letter *X/x* is different to its sound (say “Listen. */eks/* */ks/*.”). **Step 3:** Play the recording of the name and sound of the letter *X/x* 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 box (say “Look at the box.”). Then have them point to the word *box* (say “Point to the word box.”). Draw their attention to the colour of the letter *x* (say “Look at the colour of the letter *x*. It is red.”). **Step 5:** Play the recording of *box* 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 *fox* and *ox*. **Step 7:** Play the recording in full and encourage pupils to repeat the name and sound of the letter *X/x*, *box*, *fox* and *ox* both individually and in chorus. | - Pupils look at the picture. Pupils answer the questions to identify the context.- Pupils point to the letter *X/x* and listen to the teacher’s explanation.- Pupils listen to the recording of the name and sound of the letter *X/x* and repeat.- Pupils look at the box. Then pupils point to the word *box*. Pupils pay attention to the colour of the letter *x*.- Pupils listen to the recording of *box* and repeat.- Pupils follow the teacher’s instructions.- Pupils listen to the recording in full and repeat the name and sound of the letter *X/x*, *box*, *fox* and *ox* both individually and in chorus. | - The picture shows a farm. On the farm, there is a box of apples, an ox eating hay and a fox. The fox is looking at the chickens. - *Box*, *fox* and *ox* are labelled, with the letter *x* in red. - The sound of the letter *X/x* (*/ks/*) is the focus of Unit 6. |

**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 *box*, *fox* and *ox*.

**b. Content**

- Activity 2. Point and say.

**c. Expected outcomes**

- Pupils can correctly identify and pronounce the words *box*, *fox* and *ox*.

**d. Organisation**

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

**e. Assessment**

- Performance products: Pupils’ interaction and practice

- Assessment tools: Observation; Questions & Answers

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

**\* Game: Whisper game (race version)**

- Divide the class into two teams. Tell each team to form a line.

- Explain that when you whisper a word to the first pupil in each line, he/ she must in turn whisper it to the second pupil in the line. The second pupil then whispers it to the third, and so on. When the word reaches the last pupil in the line, he/ she should call it out. The fastest team to call out a correct word scores one point.

- Play the game.

- Count the points for each team and announce the winner. The team with more points wins. The winning team must say all three words aloud for the rest of the class.

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| **Week 11****Period 22**Class: 2A | **UNIT 6: ON THE FARM****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 *X/x* (*/ks/*), the words *box*, *fox* and *ox* and the sentence structure *“I can see a/ an \_\_\_\_\_.”*.

- recognise target words and the sentence structure while listening.

- write the letter *X/x* and complete the words *fox*, *ox* and *box*.

**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 animals.

- Raise awareness of caring for and protecting the animals.

- Evaluate abilities and participate in appropriate tasks for themselves and their friends.

**II. MATERIALS**

- Pupil’s book: Page 27

- Audio Tracks 31, 32

- Teacher’s guide: Pages 46, 47

- Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 6)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To review the words with the sound of the letter *X/x* (*box*, *fox*, *ox*).

**b. Content**

- Game: Jump and clap

**c. Expected outcomes**

- Pupils can remember the words with the sound of the letter *X/x* (*box*, *fox*, *ox*) correctly.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Game:Jump and clap** |
| - Ask pupils to stand at their desks.- Show a flashcard from the vocabulary set and say a word.- If the word is the same as the flashcard, they clap. If it isn’t, they jump. Ask them to say the word on the flashcard.- Continue the game until all the vocabulary sets are said.- Stick all the picture cards on the board and ask pupils to say the names of the pictures aloud. | - Stand at their desks.- Follow the teacher demonstrating the activity. - Play the game by jumping or clapping and say the word on the flashcard.- Continue playing the game.- Say the names of the pictures aloud. | Picture cards showing the words with the sound of the letter *X/x* (*/ks/*), and the word cards with the words *box*, *fox* and *ox and some extra words: dog, sheep, bag,…* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To say a chant with the sound of the letter *X/x* (*/ks/*), the words *box*, *fox* and *ox* and the sentence structure *“I can see a/ an \_\_\_\_\_.”*.

**b. Content**

- Activity 3. Listen and chant.

**c. Expected outcomes**

- Pupils can say a chant with the sound of the letter *X/x* (*/ks/*), the words *box*, *fox* and *ox* and the sentence structure *“I can see a/ an \_\_\_\_\_.”*.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 3. Listen and chant.** (Track 31) |
| **Step 1:** Draw pupils’ attention to the picture and have them point to the box (say “Look at the picture. Point to the box.”). **Step 2:** Say “I can see a box.” and encourage pupils to repeat. To reinforce their understanding, point to your eyes as you say “see”. **Step 3:** Repeat **Steps 1** and **2** for *fox* and *ox*. **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 box.- 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 a farm.- The picture shows an ox eating hay, a fox and a box. |

**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 *ox*, *fox* and the sentence structure *“I can see a/ an \_\_\_\_\_.”*. while listening.

**b. Content**

- Activity 4. Listen and circle.

**c. Expected outcomes**

- Pupils can recognise the words *ox*, *fox* and the sentence structure *“I can see a/an \_\_\_\_\_.”*. while listening.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 4. Listen and circle.** (Track 32) |
| **Step 1:** Have pupils look at the pictures and say the words (say “Point and say.”). When pupils answer correctly, confirm by saying “fox/ ox/ fox/ dog”. **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 can see an ox.”/ “2a. I can see a fox.” 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 fox and (b) an ox.+ Audio script: *I can see an ox.* 2. Pictures: (a) a fox and (b) a dog.+ Audio script: *I can see a fox.***\*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 *X/x* and complete the words *fox*, *ox* and *box*.

**b. Content**

- Activity 5. Look and write.

**c. Expected outcomes**

- Pupils can write the letter *X/x* and complete the words *fox*, *ox* and *box*.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 5. Look and write.** |
| **Step 1:** Write the letter *X* (upper case) on the board and say “X” (/eks/). **Step 2:** Write the letter *X* (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 *X* (upper case) on the board. **Step 3:** Repeat **Steps 1** and **2** for *x* (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:** Draw pupils’ attention to 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 *X* (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 *X* (upper case) and *x* (lower case). - Pictures of a fox, an ox and a box, with the labels *fo\_\_*, *o \_\_* and *bo\_\_* for completion. |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game: Pass the ball (ppt)**

- Give a ball to one pupil.

- Play the music. Ask her/ him to pass the ball to the second one. The second pupil passes the ball to the third one, and so on.

## - Stop the music. Stick a flashcard (e.g. *box*) on the board. Ask the pupil who is holding the ball to say the word related to the flashcard, e.g.*box*.

## - Continue to play the game until all the words are said.

**\* Option 2: Game: Letter race**

- Divide the class into two teams. Ask them if they remember the letters they have learnt (e.g. *P/p, K/k, R/r, S/s, Q/q*).

- Demonstrate the game by using an example.

- Write a letter or stick a letter (e.g. *R/r*) on the board and have a pupil from each team say the words with that letter (e.g. *rainbow, river, road*).

- The pupil who says the correct word will get points for their team. Praise the winner.