**GRADE 2**

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| **Week 13**  **Period 25**  Class: 2A | **FUN TIME 2**  **Lesson 2** | | | | |
| **I. OBJECTIVES** | By the end of the lesson, pupils will be able to: | | | |
|  | - spell the words *quiz, rainbow, square, box, fox, ox*  - write the words *quiz, fox, box* and question and complete the sentence structures:  *What’s he/she doing? He’s/She’s \_\_\_\_\_\_\_.*  *Is there a \_\_\_\_\_\_\_? Yes, there is./ No, there isn’t.* | | | |
| **II. INPUT** | **Language:** | | | |
|  | * Four sets of pictures as jigsaw puzzles: (1) a girl doing a quiz, (2) a fox, (3) a box and (4) a boy answering a question. Underneath each picture is sentence structures with a gap for completion. | | | |
|  | **Resources/Material:**   * Student’s book, page 30 * *hoclieu.vn* * Teacher’s guide, pp. 56, 57 * Flashcards * Computer, projector | | | |
| **III. PROCEDURE** | **Guess and write. Then say. – Let’s play. – Homelink** | | |
| **Procedure** | | **Teaching and learning activities** | **Classroom management** | | |
| **Warm-up** | | 5 minutes |  | | |
|  | | **Option 1**:  Quick guessing game:  Show flashcards quickly for the pupils to guess what they are.  Pupils raise hands then say out loud the words when they see the flashcards.  **Option 2**:  Have pupils play *The Matching Game.* Stick the picture flashcards on the board. Write the words *quiz, fox, box, question* on the board. Call on some pupils to go to the board and draw lines to match the words and the pictures.   * Lead to *Activity 3, Fun time 2*. | Whole class work/  Individual work  Whole class work/  Individual work | | |
| **3. Guess and write. Then say.** 13 minutes | | |  | | |
| | Step 1 | Have pupils look at the pictures and ask them What can you see in the pictures? Have them point to each picture and read the sentences.  *What’s the missing word? (quiz)* | Whole class work  Individual work | | --- | --- | --- | | Step 2 | Have pupils spell the words *quiz* then write on the small boards, check their writing.  Call some pupils bring their boards to the board to show their writing. Praise the good writings.  Do the same with the others. | Whole class work  Individual work | | Step 3 | Ask them to write the words on their books, say *Write the words, please!*  Get pupils to check their answers in pairs. Then ask some pairs to give their answers. Give comments and confirm the correct answers.  KEY: 1. quiz 2. fox 3. box 4. question | Whole class work  Individual work | | Step 4 | Show the pictures in *Activity 3* on *hoclieu.vn* or on the screen. Point to the words randomly and call on some pupils to read the words in front of the class.  Otherwise, show the flashcards and invite some pupils to look at the flashcards and say the sentences. | Whole class work | | Step 5 | Have pupils say the completed sentences aloud (say “Now say.”). Do this several times, with pupils saying the sentences both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good. | Individual work /  Pair work | | Extension | Ask pupils to work in groups and practise speaking the words by doing actions and guessing with the words *quiz, fox, box, question...*  in five minutes. Ask some pupils to go to the board, do actions for other teams to guess. | Group work/  Individual work | | | | | | |
| **4. Let’s play: Spelling bee** 12 minutes | | |  | | |
| | Step 1 | Say *Let’s play: Spelling bee*  Divide the class into two teams: Team A and Team B.  Have pupils look at the pictures and spell the words. | Whole class work | | --- | --- | --- | | Step 2 | A pupil in Team A gets a picture, says the word.  A pupil in Team B has to spell the word correctly. | Group work | | Step 3 | Model the game with one group. | Group work | | Step 4 | Have pupils take turns to play the game in groups one by one.  Support and give them help, when necessary. | Group work | | Step 5 | Ask the whole class to play the game if the time allows. | Whole class work | |  | **Extended activity:**  If there is some time left, ask pupils to do writing relay:  Write a letter, then pupils take turn go to the board and write the next letter, one by one, until it becomes a word.  Practise writing as many words as possible. | Whole class work | | | | | | |
| **Homelink** | | 5 minutes |  | | |
|  | | **Option 1**:  Show flashcards and have pupils say the words. Ask some pupils to make sentences with the words.  **Option 2**:  Game: *Hot seat*  Ask a pupil to come to the front, the other pupils will do the action for him/ her to guess.  This game can be played in groups to be more interesting. | Whole class work  Individual work | | |
|  | | Whole class work/  Group work | | |

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| **Week 13**  **Period 26**  Class: 2A | **UNIT 7: IN THE KITCHEN**  **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 *J/j* (*/dʒeɪ/*).

- correctly pronounce the sound of the letter *J/j* (*/dʒ/*) in isolation and in the words *juice*, *jelly* and *jam*.

**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 and interest in the food and drink.

- Be aware of choosing healthy food and drink.

- Feel confident in expressing their opinions.

**II. MATERIALS**

- Pupil’s book: Page 31

- Audio Track 35

- Teacher’s guide: Pages 53, 54, 55

- Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 7)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To review the words about food and drink they have learnt.

**b. Content**

- Game: Behind the binoculars

**c. Expected outcomes**

- Pupils can correctly say the words about food and drink they have learnt.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Game: Behind the binoculars** | | |
| - Tell the class they are looking at the pictures and say the pictures’ names.  - Divide the class into two teams.  - Use a blank card with two holes (like “binoculars”) to cover a picture.  - Show only parts of the picture through the holes and ask them to speak up the name of the picture.  - The team having the correct answer gets a point. The team with more points is the winner.  - Lead in the new lesson. | - Listen to the teacher’s explanation.  - Work in two teams.  - Look at the teacher demonstrating the activity.  - Look at parts of the picture through the holes and speak up the name of the picture.  - Praise the winner. | - Pictures / Flashcards (*cake, fish, chicken, chips, popcorn, pasta, pizza, milk, water*) |

**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 *J/j* and the sound */dʒ/*, both in isolation and in the words *juice*, *jelly* and *jam*.

**b. Content**

- Activity 1. Listen and repeat.

**c. Expected outcomes**

- Pupils can correctly pronounce the name of the letter *J/j* and the sound */dʒ/*, both in isolation and in the words *juice*, *jelly* and *jam*.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 1. Listen and repeat.** (Track 35) | | |
| **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 *J/j* (say “Point to the letter J.”). Explain that the name of the letter *J/j* is different to its sound (say “Listen. */dʒeɪ/* */dʒ/*.”).  **Step 3:** Play the recording of the name and sound of the letter *J/j* 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 jug of *juice* (say “Look at the jug of *juice*.”). Then have them point to the word *juice* (say “Point to the word *juice*.”). Draw their attention to the colour of the letter *j* (say “Look at the colour of the letter *j*. It is red.”).  **Step 5:** Play the recording of *juice* 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 *jelly* and *jam*.  **Step 7:** Play the recording in full and encourage pupils to repeat the name and sound of the letter *J/j*, *juice*, *jelly* and *jam* both individually and in chorus. | - Pupils look at the picture. Pupils answer the questions to identify the context.  - Pupils point to the letter *J/j* and listen to the teacher’s explanation.  - Pupils listen to the recording of the name and sound of the letter *J/j* and repeat.  - Pupils look at the *juice*. Then pupils point to the word *juice*. Pupils pay attention to the colour of the letter *j*.  - Pupils listen to the recording of *juice* and repeat.  - Pupils follow the teacher’s instructions.  - Pupils listen to the recording in full and repeat the name and sound of the letter *J/j*, *juice*, *jelly* and *jam* both individually and in chorus. | - The picture shows a kitchen. There is a mother, son and daughter sitting at the table. On the table, there is a jug of *juice*, a plate of *jelly* and a jar of *jam*.  - *Juice*, *jelly* and *jam* are labelled, with the letter j in red.  - The sound of the letter *J/j* (*/dʒ/*) is the focus of Unit 7. |

**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 *juice*, *jelly* and *jam*.

**b. Content**

- Activity 2. Point and say.

**c. Expected outcomes**

- Pupils can correctly identify and pronounce the words *juice*, *jelly* and *jam*.

**d. Organisation**

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

**e. Assessment**

- Performance products: Pupils’ interaction and practice

- Assessment tools: Observation; Questions & Answers

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

**\* Game: Slap the board**

- Stick the flashcards on the board. Divide the class into two or three teams and have each team stand in a line in front of the board.

- Explain to pupils that when you say one of the words, the pupil at the front of each line must run to the board and slap the correct flashcard as quickly as possible. The first pupil to slap the correct flashcard scores one point.

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