**GRADE 2**

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| **Week 20****Period 39**Class: 2A | **UNIT 10: AT THE ZOO****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 *Z/z (/zed/).*

- Correctly pronounce the sound of the letter *Z/z* (/z/) in isolation and in the words*zoo*, *zebu* and *zebra*.

**2. Competences**

- Communication and collaboration: work in pairs or teams to complete the learning task.

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

**3. Attributes**

- Show their love for animals.

- Raise awareness of caring for and protecting animals.

**II. MATERIALS**

- Pupil’s book: Page 43

- Audio Track 53

- Teacher’s guide: Pages 76, 77

- Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 10)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To review the sentence structures about food and toys they have learnt.

**b. Content**

- Game: “Picture guessing”

**c. Expected outcomes**

- Pupils can correctly remember and say the sentence structures about food and toys they have learnt.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game:** “Picture guessing” |
| - Divide the class into 3 teams.- If pupils guess one picture correctly, each team will be awarded one point.- Color the cards and let the first team play by having that team choose one colour on the screen.- After opening the first card, but the team still has not guessed the hidden object, the other team has the right to request to open more cards.- Teams must decide the order of each team’s play and take turns participating in the game. The winning team is the team that guesses the correct picture first. | - Work in two teams.- Color the cards and choose one colour on the screen.- The pupil in this team still has not guessed the hidden object, so the pupil in the other team has the right to request to open more cards.- Take turns participating in the game. And praise the winner. | Review the words: yogurt, yams, yo-yos, apple, yellow. |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To correctly pronounce the name of the letter *Z/z* and the sound(/z/), both in isolation and in the words*zoo*, *zebu* and *zebra*.

**b. Content**

- Activity 1. Listen and repeat.

**c. Expected outcomes**

- Pupils can correctly pronounce the name of the letter *Z/z* and the sound(/z/),both in isolation and in the words*zoo*, *zebu* and *zebra*.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Listen and repeat.** (Track 53) |
| **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 *Z/z* (say “Point to the letter Z.”). Explain that the name of the letter *Z/z* is different to its sound (say “Listen. /zed/ /z/.”).**Step 3:**Play the recording of the name and sound of the letter Z/z 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 zoo (say “Look at the zoo.”). Then have them point to the word *zoo* (say “Point to the zoo.”). Draw their attention to the colour of the letter *z* (say “Look at the colour of the letter *z*. It is red.”).**Step 5:** Play the recording of *zoo* 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 *zebu* and *zebra*.**Step 7:**Play the recording in full and encourage pupils to repeat the name and sound of the letters:*Z/z*, *zoo*, *zebu* and *zebra* both individually and in chorus. | - Pupils look at the picture. Pupils answer the questions to identify the context.- Pupils point to the letter *Z/z* and listen to the teacher’s explanation.- Pupils listen to the recording of the name and sound of the letter *Z/z* and repeat both individually and in chorus.- Pupils look at the zoo. Then pupils point to the word *zoo*. Pupils pay attention to the colour of the letter *z*.- Pupils listen to the recording of *zoo* and repeat.- Pupils follow the teacher’s instructions.- Pupils listen to the recording in full and repeat the name and sound of the letters:*Z/z*, *zoo*, *zebu* and *zebra* both individually and in chorus. | - The picture shows a zoo.- *Zoo, zebu* and *zebra* are labelled, with the letter z in red. *(A zebu is a species of South Asian cattle, with a distinctively large hump on its shoulders.)*- The sound of the letter *Z/z(/z/)* is the focus of Unit 10. |

**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 *zoo, zebu* and *zebra*.

**b. Content**

- Activity 2. Point and say.

**c. Expected outcomes**

- Pupils can correctly identify and pronounce the words:*zoo, zebu* and *zebra*.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Point and say.**  |
| **Step 1:** Have pupils point to the letter *Z/z* and correctly pronounce its name and sound (say “Point to the letter *z.* Say /zed/. Now say /z/.”)**Step 2:**Have pupils point to and correctly pronounce the word *zoo* (say “Point to the zoo. Say *zoo.*”). 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 *zebu* and *zebra.***Step 4:** Put pupils into pairs or teams for further practice of **Steps1** to **3**. Go around the class to offer help or correct pupils’ pronunciation, if necessary. | - Pupils point to the letter *Z/z* and correctly pronounce its name and sound.- Pupils point to and correctly pronounce the word *zoo*.- Pupils follow the teacher’s instructions.- Pupils work in pairs or teams for further practice of **Steps 1** to **3**. | Flashcards/ pictures *(zoo, zebu, zebra).* |

**e. Assessment**

- Performance products: Pupils’ interaction and practice

- Assessment tools: Observation; Questions & Answers

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

**\* Game: *“Kim’s Game”***

- Divide the class into two teams. Say “You are going to play a memory game.”

- Display both sets of cards face up on the board. Give pupils two minutes to memorise their set.

- Turn the cards face down on the board. Explain that when you say a word, a nominated pupil from each team must run to their set, try to remember which card shows the relevant picture and turn it over to show to their team. A correct card scores one point. When the pupils’ turn is over, they must put the cards back on the board and return to their seats.

- Play the game. Remember to nominate a pupil from each team before saying the word.

- Count the points for each team and announce the winner. The team with the most points wins. The winning team must then correctly pronounce all the words.

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| **Week 20****Period 40**Class: 2A | **UNIT 10: AT THE ZOO****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 *Z/z (/z/)*, the words *zoo, zebra* and *zebu* and the sentence structure *“That’s a \_\_\_\_\_.”.*

- recognise target words and the sentence structure while listening.

- complete and say the words *zoo, zebu* and *zebra*.

**2. Competences**

- Communication and collaboration: work in pairs or teams 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.

**II. MATERIALS**

- Pupil’s book: Page 44

- Audio Tracks 54, 55

- Teacher’s guide: Pages 78, 79

- Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 10)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To review the words of animals at the zoo.

**b. Content**

- Game*: “Vanishing Flashcards”*

**c. Expected outcomes**

- Pupils can remember the vocabulary of animals at the zoo correctly.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game:** *“Vanishing Flashcards”* |
| - Tell the class they are going to remember the pictures and say the pictures’ names.- Divide the class into four teams.- Place pictures on the board.- Give them a moment to memorize the pictures and then tell them to close their eyes.- Take away one of the pictures and then tell the pupils to open their eyes again. The first pupil who guesses and says the missing picture correctly gets one point for his/her team. - The team with the most points to win. | - Listen to the teacher’s explanation.- Work in four teams.- Look at the pictures on the board.- Memorize the pictures and close their eyes.- Open their eyes again.- Praise the winner. | - Three pictures showing animals at the zoo (*zoo, zebu* and *zebra)* |

**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 *Z/z (/z/),* the words *zoo*, *zebra* and *zebu* and the sentence structure *“That’s a \_\_\_\_\_.”.*

**b. Content**

- Activity 3. Listen and chant.

**c. Expected outcomes**

- Pupils can say a chant with the sound of the letter *Z/z (/z/),* the words *zoo*, *zebra* and *zebu* and the sentence structure *“That’s a \_\_\_\_\_.”.*

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Listen and chant.** (Track 54) |
| **Step 1:** Draw pupils’ attention to the picture and have them point to the zebu/zebra (say “Look at the picture. We’re at the zoo. Point to the zebu/zebra.”).**Step 2:**Play the recording of the chant to familiarise pupils with the words and rhythm (say “Listen.”).**Step 3:**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 4:**Repeat **Step 3** for the other lines of the chant.**Step 5:**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 6:**Divide the class into two teams. Teams take turns chanting a line. The whole class can clap along or do other actions. | - Pupils look at the picture and point to the zebu/zebra.- Pupils listen to the recording of the chant to familiarisethemselves 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 chanting a line. The whole class can clap along or do other actions. | -The lyrics and the recording of the chant of the zoo.- The picture shows some children at the zoo. They are looking at a zebu and a zebra. |

**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 *zebra*, *zebu* and the sentence structure *“That’s a \_\_\_\_\_\_\_.”* while listening.

**b. Content**

- Activity 4. Listen and circle.

**c. Expected outcomes**

- Pupils can recognise the words *zebra*, *zebu* and the sentence structure *“That’s a \_\_\_\_\_\_\_.”* while listening.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and circle.** (Track 55)  |
| **Step 1:** Have pupils look at the pictures and say the words (say “Point and say.”). When pupils answer correctly, confirm by saying “zebra/ tiger/ monkey/ zebu”.**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 “1a. That’s a zebra.*”/ “*2b. That’s a zebu.” 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 zebra and (b) a tiger.+ Audio script:*That’s a zebra.* 2. Pictures: (a) a monkey and (b) a zebu.+ Audio script: *That’s a zebu.***\*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 *Z/z* and complete the words *zoo*, *zebra* and *zebu*.

**b. Content**

- Activity 5. Look and write.

**c. Expected outcomes**

- Pupils can write the letter *Z/z* and complete the words *zoo, zebra* and *zebu.*

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Look and write.** |
| **Step 1:**Write the letter *Z* (upper case) on the board and say “*Z*” (/zed/).**Step 2:**Write the letter *Z* (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 *Z* (upper case) on the board.**Step 3:** Repeat **Steps 1** and **2** for *z* (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 *Z* (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 *Z* (upper case) and *z* (lower case). - Pictures of a zoo, a zebra and a zebu, with the labels *\_\_oo, \_\_ebra* and *\_\_ebu* for completion. |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1/ Game: *“Circle jump”***

- Divide the class into teams and make two lines to play the game.

- Draw two large circles on the ground with chalk.

 - Place some pictures/flashcards of the animalsin each circle.

 - Call out a word, and a pupil from each team has to run and stand inside the corresponding circle as quickly as possible.

 - Ask them to say the word when standing in the circle.

 - The first pupil getting the correct answer wins a point for their team.

 **\* Option 2/ Game: *“Slow reveal”* (PPT)**

- Prepare some pictures about animals.

- Hold up a picture covered by a big piece of paper.

- Slowly reveal the picture.

- Have pupils raise their hand to shout out the word, e.g. *zoo*. The pupil giving the correct answer will come in the front to choose the next picture.

 - Continue the game until all the vocabulary sets are practised.