*Tiết 64*

**UNIT 16: AT HOME**

**Lesson 2 – Period 2**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- say the sound of the letter W/w and the words *windows, six, seven, eight, nine, ten* and the question *How many windows?* in a chant.

- listen, recognise the words and tick the correct boxes.

- trace the letter W/w (upper case and lower case) and complete the words *\_\_endy \_\_ater, \_\_ashing,* and *\_\_ indow.*

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Self-control & independent learning: perform listening task, chanting.

**3. Attributes**

- Show confidence in performing a rap by using appropriate gestures and intonation when reading the chant.

**II. MATERIALS**

- Student’s book: Page 69

- Audio tracks 90, 91

- Teacher’s guide: Pages 134 - 136

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 16)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives:**

- To create a friendly and lively atmosphere in the classroom.

**b. Content:**

**-** Game: Hidden pictures

**c. Expected outcomes:**

**-** Pupils can review 3 words and sound of letter W/w: *washing, water, window.*

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Hidden pictures**  - Greet the class. Encourage pupils to respond to your greeting.  - Spend a few minutes revising some word by having pupils play the game  “Hidden pictures”.  - Get pupils to open their books and look at *Lesson 2,* p. 69 (saying *Open the books and look at Lesson 2, please!*). | - Pupils greet the teacher.  - Pupils look at the pictures and guess what they are.  - Open the book and listen to the teacher. | Game: Hidden pictures: Pupils revise all words in Unit 16.  (The pictures in this game will be hidden one part and pupils have to guess what they are)  3 pictures about: *washing, water, window.)* |

**e. Assessment**

**-** Teacher observes and gives feedback.

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

**a. Objectives:**

- Pupils will be able to say the sound of the letter W/w and the words *windows, six, seven, eight, nine, ten* and the question *How many windows?* in a chant.

**b. Content:**

**-** Activity 3. Listen and chant.

**c. Expected outcomes:**

**-** Pupils can sing the chant with correct pronunciation, natural stress and rhythm.

- Pupils can revise the structure: *How many\_\_\_\_?*

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Listen and chant.** | | |
| **Step 1:** Have pupils look at the chant, saying *Look at the chant, please!* Draw pupils’ attention to the first verse and explain its meaning. Ask them to pay attention to the letter W/w, the word *window*, the words *six, seven* and the question *How many windows?* Check comprehension.  **Step 2:** Play the recording of the first verse for pupils to listen and to get familiarised with the tune, saying *Listen to the first verse, please!* Then play the recording for them to listen and repeat until they feel confident.  **Step 3:** Do the same procedure with the other verses. Draw pupils’ attention to the words *eight, nine, ten*. Correct pronunciation, if necessary.  **Step 4:** Play the recording all the way through. Ask pupils to listen and repeat the chant individually and in chorus, saying *Listen to the recording and chant, please!* Go around and offer help, if necessary.  **Step 5:** Select some pupils to the front of the class to chant and clap their hands. The rest of the class may sing along the chant and clap their hands. If they sang the chant well, praise them, saying *Well done!* or *Very good!* | - Pupils look at the chant and listen to the teacher.  -Pupils answer the questions: *What’s letter in red?*  - Pupils look at the chant and listen to the recording.  - Pupils listen and repeat the first time.  - Pupils listen and repeat twice.  - Pupils listen carefully to the recording, say the chant and clap hands.  - Pupils work in pairs to practise the chant.  - Pupils say the chant in front of the class. | The letter W/w, the word windows, the words *six, seven, eight, nine, ten* and the question *How many windows?* are introduced in the first two verses. The numbers *six, seven, eight, nine, ten* are in the third verse. The letter W/w is in red. |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & answers

**3. ACTIVITY 2: PRACTICE** (10 mins)

**a. Objectives:**

- Pupils will be able to listen, regconise the words and tick the correct boxes.

**b. Content:**

Activity 4. Listen and tick.

**c. Expected outcomes:**

**-** Pupils can do the listening task correctly.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and tick.** | | |
| **Step 1:** Have pupils look at the pictures of Question 1. Point to the windows and teach the phrase six windows. Have pupils point to the windows and say the phrase again. Follow the same procedure with the other picture.  **Step 2:** Invite some pupils to point to the pictures in Question 1 and say the words in front of the class, saying *Point to the pictures and say the phrases, please!* Eg: 1a: six windows, 1b: ten lemons.  **Step 3:** Play the recording of the first sentence for pupils to listen and tick the box.  **Step 4:** Follow the same procedure with Question 2. Give further support to those pupils who find it difficult to do the task, if necessary.  **Step 5:** Ask pupils to say what they have heard and ticked. Eg: 1a: six windows, 2b: eight pens  **Key:** 1. a 2. b | - Pupils look at the pictures and listen to the teacher.  - Pupils answer the questions.  - Pupils point to the picture and say the words in front of the class.  - Pupils listen to the recording.  - Pupils look and listen then tick the box.  - Pupils work in pairs: peer- check.  - Pupils give the answer.  - Pupils check the answer with teacher. | The activity consists of two questions (1 and 2). Question 1 includes the picture of six widows and the phrase six windows (a) and the picture of ten lemons and the phrase ten lemons (b). Question 2 consists of the picture of seven tops and the phrase seven tops (a) and the picture of eight pens and the phrase eight pens (b).  **Audio script:**  1. How many windows? - Six. 2. How many pens? - Eight. |

**e. Assessment**

- Performance products: Pupils’ talks and interaction

- Assessment tools: Observation, Questions & answers, pupils answers

**4. ACTIVITY 3: PRACTICE** (10 mins)

**a. Objectives:**

- Pupils will be able to trace the letter W/w.

- Pupils can write the missing letters in the given words.

**b. Content:**

Activity 5. Look, trace and write.

**c. Expected outcomes:**

**-** Pupils can identify the upper case and lower case of the letter W/w, trace the letter correctly and neatly.

- Pupils can recognise the words and fill in the blanks with correct letters.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Look, trace and write.** | | |
| **Step 1:** Have pupils look at the letter W (upper case) and w (lower case). Remind them how to trace it.  **Step 2:** Tell pupils to trace the letter W/w, saying *Now use your pencil to trace the letter W/w*. You can demonstrate by air tracing or tracing the broken line letter W/w. Then let pupils do the tracing. Go around and offer help, if necessary.  **Step 3:** Check the results of pupils’ tracing and give feedback. Ask pupils to work in pairs and swap their answers, saying *Now work in pairs and check each other’s answer*. Give pupils time to work. Go around and offer help, if necessary.  **Step 4:** Have pupils look at the pictures and the unfinished words *\_\_endy, \_\_ater, \_\_ashing, \_\_indow*. Explain how to complete the words. Remind pupils that the word *Wendy* is completed with the capital letter W. Check comprehension.  **Step 5:** Give pupils time to complete the words independently, saying *Look at the pictures and complete the words, please!* Go around and offer help, if necessary. **Step 6:** If there is enough time, invite some pupils to point to the letter W/w and say its sound. Then let them point to the pictures and say the complete words. | - Pupils look at the upper case and lower case of the letter W/w.  - Pupils look at the board and listen.  - Pupils trace in the air, then trace on the book.  - Pupils fill in the blanks.  - Pupils swap the answers with their partner.  - Pupils check the task with teacher. | There are two parts in the activity: The letter W/w (upper case and lower case), and the unfinished words, *\_\_endy \_\_ater, \_\_ashing, and \_\_ indow* |

**e. Assessment**

- Performance products: Pupils’ talks and interaction

- Assessment tools: Observation, Questions & answers, pupils answers, TPR

**5. FUN CORNER AND WRAP-UP**

**\* Game: Who’s faster?**

- Divide the class into 4 teams.

- Each team has to say the chant in activity 3: each pupil says one sentence. Which team finishes the chant first will be the winner.

*Bổ sung, điều chỉnh sau tiết dậy:*

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