

Week 31

Teaching day: 22/4/2024- 26/4/2024

## UNIT 12: A CLEVER BABY!

### Lesson 1

#### A. DESIRED OBJECTIVES

By the end of the lesson, students will be able to:

##### 1. Core competences

- Identify common places.
- Understand a short story.

##### 2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about places.
- *Problem-solving and creativity*: find out the places they like.

##### 3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

#### B. LANGUAGE FOCUS AND SKILLS

##### 1. Vocabulary

- *Vocabulary*: café, museum, swimming pool, shopping mall, movie theater, playground,...
- *Extra vocabulary*: library, cinema

##### 2. Skills: Listening, Speaking and Reading.

#### C. RESOURCES AND MATERIALS

- Student book, audio tracks, flashcards, Teacher's Guide, website [sachso.edu.vn](http://sachso.edu.vn), computer, projector, ....

#### D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<b>WARM-UP/REVIEW (5 minutes)</b> <i>Aim: To motivate students and help students to remember the commands.</i>	
*Game: "Simon says..."	

<ul style="list-style-type: none"> <li>- Ask the students to stand at their desks. Explain that you are going to give instructions. If the instruction begins with the words <i>Simon says...</i> students must do as you say. If not, they must stand still and wait for the next instruction. Any student who gets this wrong is out of the game and sits down.</li> </ul>	<ul style="list-style-type: none"> <li>- Stand at their desks. Listen to the teacher's instructions.</li> </ul>
<p><b>PRESENTATION (10 minutes)</b>  <i>Aim: To help students identify common places and pronounce the words correctly.</i></p>	
<p><b>*Lead-in:</b></p> <ul style="list-style-type: none"> <li>- Review the characters <i>Rosy</i> and <i>Tim</i> using flashcards 1-2.</li> <li>- Hold up the toy flashcards and ask <i>What's this?</i></li> <li>- Give the flashcards to different students. Ask one to stand and show the card for the class to shout the word. Repeat.</li> <li>- Divide the class into small groups. Give each group a set of student picture cards. Each group shuffles their cards and places them in a pile face down on the desk.</li> <li>- Have students take turns to turn over cards one at a time.</li> </ul>	<ul style="list-style-type: none"> <li>- Say the names of the characters <i>Rosy</i> and <i>Tim</i>.</li> <li>- Answer the question.</li> <li>- Stand and show the card for the class to shout the word. Repeat.</li> <li>- Work in groups. Hold the set of picture cards. Shuffles their cards and places them in a pile face down on the desk.</li> </ul>
<p><b>PRACTICE (8 minutes)</b>  <i>Aim: To help students remember common places and improve students' pronunciation skills.</i></p>	
<p><b>*Listen and chant. (Track 13)</b></p> <ul style="list-style-type: none"> <li>- Play the recording for students to listen to the chant.</li> <li>- Play the chant a second time</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the chant.</li> <li>- Listen to the chant again to say the words. Point to the</li> </ul>

<p>for students to say the words. This time they can point to the correct flashcards when they hear the words.</p> <ul style="list-style-type: none"> <li>- Repeat (more than once if necessary).</li> <li>- Call two groups to the front of the class to chant and do the actions. The rest of the class claps along to the rhythm of the chant.</li> <li>- Praise students if they have done well.</li> </ul>	<p>correct flashcards when they hear the words.</p> <ul style="list-style-type: none"> <li>- Chant and do the actions in two groups. The rest of the class claps along to the rhythm of the chant.</li> </ul>
---	---

**PRODUCTION (10 minutes)**  
*Aim: To help students remember places vocabulary and improve students' integrated skills.*

<p><b>*Game: "Mysterious bag"</b></p> <ul style="list-style-type: none"> <li>- Prepare some pictures (E.g. café, museum, swimming pool, shopping mall, movie theater, playground,... Ask students to say the names of the places.</li> <li>- Explain how the game is played.</li> <li>- Encourage students to say the name of the places.</li> <li>- The student name the correct place is the winner.</li> <li>- Praise the winner.</li> </ul>	<ul style="list-style-type: none"> <li>- Say the names of the toys.</li> <li>- Listen to the teacher.</li> <li>- Put his/her hand in the bag and try to identify the toys by feeling them.</li> <li>- Say the name of the toys.</li> <li>- The student name the correct toy is the winner.</li> </ul>
---	---

**HOMELINK (2 minutes)**

- Learn new words by heart.
- Prepare for the next lesson (Unit 1 - Lesson 1/Part 2).

**REFLECTION**

.....

.....

.....

## UNIT 12: A CLEVER BABY!

### Lesson 2

#### A. DESIRED OBJECTIVES

By the end of the lesson, students will be able to:

##### 1. Core competences

- Practice using I/ You/ We/ They (always/ sometimes/ never) go to the.....
- Act out the story.

##### 2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about the places.
- *Problem-solving and creativity*:

##### 3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

#### B. LANGUAGE FOCUS AND SKILLS

##### 1. Vocabulary

- *Vocabulary*: café, museum, swimming pool, shopping mall, movie theater, playground,...

##### 2. Patterns:

- I/ You/ We/ They (always/ sometimes/ never) go to the.....

**3. Skills:** Listening, Speaking and Writing.

**C. RESOURCES AND MATERIALS**

- Student book, audio tracks, Teacher’s Guide, Website *sachso.edu.vn*, Flashcards, Computer, projector, ....

**\*Culture note: Toys**

- Raise students’ awareness of loving toys.
- Be kind to people.

**D. LEARNING EXPERIENCES**

Teacher’s activities	Students’ activities	
<p><b>WARM-UP/REVIEW (5 minutes)</b>  <i>Aim: To motivate students and help students to remember toy words.</i></p>		
<p><b>*Game: “Guess the word”</b>  <i>Picture cards (café, museum, swimming pool, shopping mall, movie theater, playground,...)</i></p> <ul style="list-style-type: none"> <li>- Divide the class into four groups.</li> <li>- Write a word on the board with several or all letters missing.</li> </ul> <p>E.g. <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="padding: 2px 10px;">picture</td></tr></table>    _ _ _ _ _ →  <i>doll</i></p>	picture	<ul style="list-style-type: none"> <li>- Work in four groups.</li> <li>- Look at a word on the board with several or all letters missing.</li> <li>- Take turns calling out a letter.</li> <li>- Look at the correct word.</li> </ul>
picture		
<p><b>PRESENTATION (10 minutes)</b>  <i>- Aim: To help students act out the story and use the structure I/ You/ We/ They (always/ sometimes/ never) go to the.....</i></p>		
<p><b>*Lead-in:</b></p> <ul style="list-style-type: none"> <li>- Elicit what students remember of the story.</li> <li>- Ask students which objects appeared in the story. Have students write their answers on the board.</li> </ul> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>- café, museum, swimming pool, shopping mall, movie theater, playground,...</li> <li>- Check students’ answers. Praise them.</li> </ul>	<ul style="list-style-type: none"> <li>- Answer the questions.</li> <li>- Answer which objects appeared in the story. Write their answers on the board.</li> </ul>	
<p><b>PRACTICE (8 minutes)</b></p>		

*Aim: To help students talk about places.*

**\*Look and say**

- Tell students that they are going to practice using *This is ....*
  - Model the first sentence with a student.
  - Put students in pairs. Ask one of the pairs to read the example for the class.
  - Ask students to work with their partners. Give time for students to do the task. Monitor and help where necessary.
  - Call some pairs to read the sentences in front of the class.
- Repeat the first sentence with the teacher.
  - Work in pairs. Read the example for the class.
  - Work with their partners.
  - Read the sentences in front of the class.

**PRODUCTION (10 minutes)**

*Aim: To help students complete the sentences with places.*

**\*Write**

- Ask students to look at the pictures. Let a student to read the first sentence out loud.
  - Ask students to work individually and write the sentences in their notebooks, using the possessive adjectives in the word box.
  - Ask students to share their answers with their partner.
  - Go through the exercise with the class. Ask the questions for the class to say the answers in chorus.
  - Call a few students to read aloud the answers.
  - Confirm the correct answers.
  - Remark students' writing
- Look at the pictures. Read the first sentence out loud.
  - Work individually and write the sentences in their notebooks, using the possessive adjectives in the word box.
  - Share their answers with their partner.
  - Say the answers in chorus.
  - Read aloud the answers.

skills. Give feedback.	
<b>HOMELINK (2 minutes)</b>	
<ul style="list-style-type: none"> <li>- Learn the patterns by heart.</li> <li>- Prepare for the next lesson</li> </ul>	
<b>REFLECTION</b>	
<p>.....</p> <p>.....</p>	

## UNIT 12: A CLEVER BABY!

### Lesson 3

#### I. OBJECTIVES:

- By the end of this lesson, students will be able to:
- + Talk about places and the way to use in, on, at.
- + Use knowledge in authentic situation.
- \* **Disabled students:** identify the letters( M, N, O).

#### 1. Knowledge:

- **Vocabulary:** café, museum, swimming pool, shopping mall, movie theater, playground,...
- \* **Disabled students:** say the name of the letters and theirs sound.

#### 2. Language skill:

- Listening, Speaking..

#### II. COMPETENCY:

- Use English to talk about places, the way to use in, on, at.
- Work in groups/ individually to talk about places.
- Be confident in speaking English in front of class.
- \* **Disabled students:** follow teacher's instruction.

#### III. ATTITUDE:

- Eager to learn, hard- working.

- Tell the truth about feelings and emotions or play fair in games.
- Help partners to pronounce the words.

#### IV. AIDS:

- Teacher's aids: audio tracks, pictures, teacher book, television, computer, black board,...
- Student's aids: student book, notebooks, pens,...

#### V. TEACHING PROCEDURES:

Teacher's activities	Students' activities	Disabled students
<b>WARM-UP/REVIEW (5' minutes)</b> <b>Goal:</b> - To motivate students and help students to review vocabulary. - Create an exciting and friendly atmosphere before the new lesson.		
<b>* Listen and chant.</b> - Introduce a chant. - Play a chant. - Sing along.	- Listen to the teacher. - Chant along.	- Look at the screen.
<b>PRESENTATION (15 minutes)</b> <b>Goal:</b> - To help students identify vocabulary about places. - Develop students' listening and speaking skill. Students can listen, recognize and say the vocabulary through an audio.		
<b>* Listen to the story and repeat.</b> - Play the recording (Track 63), pausing for children to repeat the lines. - Divide the class into groups of six to play the parts of Mom, Holly, Leo, Max, Amy, and Dad. If the class does not divide exactly, some children can act twice. - As a class, decide on the actions for the story - Play the recording a second time for children	- Answer the question ( Vietnamese/ English language). - Listen and repeat. - Say the words chorally/ individually. - Check. - Write down.  - Look at the screen.	- Look at the pictures. - Follow teacher's instruction. - Say the name of the letters. - Write the letters.

<p>to mime the actions as they listen and say their character's lines.</p> <ul style="list-style-type: none"> <li>- Groups may act out the story at the same time, or you may ask some groups to act out the story in front of the class. Monitor and check pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the words and say.</li> <li>- Check.</li> </ul>	
<p><b>PRACTICE( 10 minutes)</b></p> <p><b>Goal:</b> - Students can remember the structure. Students can pronounce the words correctly.</p>		
<p><b>* Listen, point and repeat(3 minutes)</b></p> <ul style="list-style-type: none"> <li>- Ask students to listen, point and repeat.</li> <li>- Play an audio.</li> <li>- Observe and help.</li> <li>- Listen to the sentences (Track 64) in the two sections of the</li> <li>- Copy onto the board the adverbs of frequency sentences from the Let's learn! chart.</li> <li>- Erase the words in red and replace them with the correct number of checks or an □.</li> <li>- Ask children to tell you what the missing words are. Then change the number of checks (or change to an □) and ask again to elicit new sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Follow teacher's instruction.</li> <li>- Listen, point and repeat.</li> <li>- Follow teacher's instruction.</li> </ul>	<ul style="list-style-type: none"> <li>- Find the letters.</li> </ul>
<p><b>CONSOLIDATION (8 minutes)</b></p> <p><b>Goal:</b> <i>To help students remember the meaning and talk about daily activities fluently.</i></p>		
<ul style="list-style-type: none"> <li>- Ask students to look at the picture and speech bubble. Say I sometimes listen to music.</li> <li>-Have a student read the sentence.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher.</li> <li>- Pass the ball to the person next to them .</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher.</li> <li>- Pass the ball.</li> </ul>

-Have students work in pairs and take turns saying the sentence.	- A person who is holding a ball stands up and answer the question. - Other students give ideas.	- Say the name of the letters.
* The teacher gives feedback. * Remind students to review the lesson at home. Prepare the next lesson ( Unit 7- Lesson 3).	- Listen.	- Listen.

**REFLECTION:** .....

.....

.....

.....

.....

.....

**KT. HIỆU TRƯỞNG**  
**trưởng**  
**PHÓ HIỆU TRƯỞNG**

**Duyệt của tổ**

LÊ THI THANH THƯƠNG  
 NGỌC HOA

HOÀNG THỊ