

MY LITTLE FUN – BOOK 3

LESSON 1: MY HOUSE - ACTIVITY 1: LISTEN AND REPEAT.

1. Objectives:

- Name the rooms and items in the house.

2. Target language:

- New words: bedroom, kitchen, living room
- Review words: Linda, brother

3. Extended Languages:

- Voice commands & classroom language: Hello/Hi; Goodbye; Stand up; Sit down; How are you; Great; Good job; Listen; Point to...; Let's get drunk.

4. Materials and materials:

- Class Book page 6
- Audio track 4
- Paintings of Linda's family (Page 7 – Book 2)
- Linda character puppets
- Magnetic card (bedroom, kitchen, living room, lamp)
- Internet-connected calculator and MyLittleFun app for teachers

Process:

Sections	Time(minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
1. Warm-up	2	Computer connected to the internet	Whole class	Greet and sing a song together	<p>* Objective: get children ready for lessons; Review family vocabulary (MUM, DAD, Brother).</p> <ul style="list-style-type: none"> - The teacher greets the children and plays <i>the familiar Hello</i> song and asks the class to sing along.
	4	Linda's character puppets	Whole class	Seeing, listening and speaking	<ul style="list-style-type: none"> - The teacher taped Linda's character puppet on the board and asked <i>Who's this?</i> Ask them to answer Linda. Ask your child about Linda's family members. Encourage your child to say vocabulary words (<i>mum, dad, brother</i>). - The teacher pasted pictures of Linda's family on the board. Point to each member (mum, dad, brother) and ask the class to speak in unison.
2. Knowledge formation	6	Magnetic stripe cards indicate rooms and household items	Whole class	See, hear, and repeat	<p>* Objective: introduce children to vocabulary about rooms and objects in the house</p> <ul style="list-style-type: none"> - The teacher holds a card indicating the rooms and items in the house. - Teachers ask children to listen first. Hold up the 'bedroom' card and speak. Then paste the 'bedroom' tag on the board. - GV repeats the process with the remaining cards. - GV attaches all cards to the board. Point to each card and say the word. Ask them to repeat.

Sections	Time(minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
3. Practice	4	Class Book	Whole class	Look and speak	<p>Goal: Have your child practice identifying rooms and repeating new words about rooms and objects in the house.</p> <ul style="list-style-type: none"> - GV gives the picture on Page 6. Point your finger at the characters in the picture, then ask your child some questions and ask them to answer (<i>Who are they? Who is he/she? Encourage your child to respond to Linda, brother.</i>)
					<ul style="list-style-type: none"> - The teacher pointed to the rooms and items in the painting and asked "<i>What's this?</i>" The answer: <i>bedroom, kitchen, living room, TV.</i> - The teacher has the child open the book on page 6. Ask your child to point to the 3 rooms and the lamp in their book when the teacher says the words.
	4	- Class Book -Audio	Whole class	Seeing, hearing, pointing, and speaking	<ul style="list-style-type: none"> - The teacher says <i>Look and listen</i>, then turns on the audio. Stop after each word and ask your child to point to each corresponding room and item. - The teacher says <i>Listen and repeat</i>, then turns on the audio again. Have your child hear, repeat words, and point to corresponding rooms and objects.
4. Application	6		Whole class	Look, say	<p>* Objective: have children recognize rooms and objects in the house and repeat vocabulary words.</p> <ul style="list-style-type: none"> - Teachers have children sit in a circle.

Sections	Time(minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
					<ul style="list-style-type: none"> - Teachers use actions to describe rooms and objects (bedroom, living room, kitchen) and ask children to guess and say vocabulary. - Ask the class to repeat 2 times.
5. Summary	3	Computer connected to the internet	Whole class	Singing the Goodbye Song	<ul style="list-style-type: none"> - Teachers ask children to repeat the names of rooms and household items they have learned. - Teachers play Goodbye songs and encourage children to sing along and wave goodbye.
6. Expansion activities		Magnetic cards about rooms and household items	2 groups	Play the game Who is faster?	<ul style="list-style-type: none"> - Teachers divide the class into 2 groups. Invite 1 child from each group to stand at the end of the classroom. - Teachers put cards about rooms and items on the table. - GV said a random word. Children will run up to find the corresponding word card. Teachers reward children so that they get cards quickly and correctly. - The teacher pointed to the card and asked the class to repeat it 2 times. - Repeat the process with the remaining tags. <p><i>Audio script (Track 4):</i> <i>Lesson 1. Listen and repeat.</i> <i>Bedroom. Kitchen. Living room. TV.</i></p>

Audio script (Track 4):

Lesson 1. Listen and repeat.

Bedroom. Kitchen. Living room. TV.

MY LITTLE FUN – BOOK 3

LESSON 1: MY HOUSE - ACTIVITY 2: POINT AND SAY

1. Objectives:

- Name the rooms and items in the house.

2. Target language:

- New words: bedroom, kitchen, living room, TV
- Review words: dad, grandma, brother
- Review structure: This is (a kitchen)

3. Extended Languages:

- Voice commands & classroom language: Hello/Hi; Goodbye; Stand up; Sit down; How are you; Great; Good job; Look; Listen; Point and say; Point to...

4. Materials and materials:

- Class Book page 7
- Audio track 5
- Magnetic card (TV, bedroom, kitchen, living room)

Process:

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
1. Warm-up	2	Computer connected to the internet	Whole class	Greet and sing a song together	* Objective: get children ready for lessons, test their ability to recognize learned words. <ul style="list-style-type: none"> - The teacher greets the child and plays the <i>familiar song Hello</i>. - The teacher asked the class to get up and move/sing along to the song.

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
	3	Magnetic card for rooms in the house	2 groups	Say the right words	<ul style="list-style-type: none"> - Teachers divide the class into 2 groups. - The teacher gives 1 random word card (bedroom, kitchen, living room) and asks <i>What's this</i>, then encourages the child to raise his hand to answer. - Reward each child's correct answer. - Repeat the process with other cards
2. Knowledge formation	6	Magnetic stripe cards indicate rooms and household items	Whole class	Observe, hear, point and speak	<p>* Goal: for children to recognize rooms and objects in the house and speak.</p> <ul style="list-style-type: none"> - GV gives out TV-only magnetic stripe cards. Say <i>TV. This is a TV</i>. Then ask the child to repeat. Repeat the process with cards indicating the bedroom, dining room, living room. - GV attaches tags to the board. - Say <i>look. Point to (TV)</i>. Ask your child to point to the corresponding card. - Say <i>Listen and point</i>. Then say 1 word. Ask your child to point to the corresponding card. - Speak <i>Listen. Point and say</i>. Then say <i>TV. This is a TV</i>. Ask your child to point to the corresponding card, repeating words and sentences. Repeat the process with other words.
3. Practice	7	- Class Book -Audio	Whole class, in pairs	Observe, hear, point and speak	<p>* Objective: have children practice recognizing and saying the names of rooms and objects in the house.</p> <ul style="list-style-type: none"> - Teachers let children open books on page 7 and look at pictures. - GV says <i>Listen. Point and say</i>. Then turn on the audio, stopping after every word and sentence. Ask your child to point to the corresponding picture and say the word and sentence.

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
					<ul style="list-style-type: none"> - Teachers let children work in pairs. Ask 1 child to say words and sentences, the other child points to the corresponding picture in the book.
4. Application	4	Magnetic stripe cards indicate rooms and household items	Whole class	Observe, point and speak	<p>* Objective: for children to identify and name rooms and objects in the house.</p> <ul style="list-style-type: none"> - GV attaches magnetic tags to the board. Then point to 1 card, say 1 word and 1 sentence using the structure 'This is a (TV)'. - The teacher asks 1 child to stand up and point to another card. Ask your child to say the corresponding word and sentence, using the structure 'This is a (TV)'. Then ask the class to repeat the word and sentence. - The teacher invites some children to the board and points to any card. Ask the class to say the corresponding word and sentence.
5. Summary	3	Computer Internet connection	Whole class	Sing and wave goodbye	<ul style="list-style-type: none"> - Teachers play <i>Goodbye</i>, encourage children to sing along and wave goodbye.
6. Expansion activities		Magnetic card	2 groups	Play the game	<ul style="list-style-type: none"> - The teacher placed the magnetic cards on the board, then divided the class into 2 groups. - Teachers describe by action the activities (cooking, watching, sleeping, reading ...) and ask children to choose 1 card indicating where or something can perform that action.

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
					<ul style="list-style-type: none"> - Ask 1 child from each group to go to the table as quickly as possible, take the corresponding card and paste it on the board, then have the whole group say the word in unison.

Audio script (Track 5):

Lesson 2. Point and say.

Kitchen. This is a kitchen.

TV. This is a TV.

Living room. This is a living room.

Bedroom. This is a bedroom.

MY LITTLE FUN – BOOK 3

LESSON 1: MY HOUSE - ACTIVITY 3: LISTEN AND CHANT.

1. Objectives:

- Repeat simple sentences (There is...)
- Read rhymes in the right words, in the right rhythm

2. Target language:

- New structure: There is...
- Review words: bedroom, kitchen, living room, TV

3. Extended Languages:

- Voice commands & classroom language: Hello/Hi; Goodbye; Stand up; Sit down; How are you; Great; Good job; Look; Listen; Let's chant

4. Materials and materials:

- Class Book page 8
- Audio track 6
- Magnetic card refers to rooms and household items
- Situation painting

Process:

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
1. Warm-up	2	Computer connected to	Whole class	Greeting and singing a song	* Objective: help children get ready for the lesson, review the words learned about rooms and objects in the house.

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
		the internet			<ul style="list-style-type: none"> - The teacher greets the child and plays <i>the familiar</i> song Hello. - The teacher asked the class to get up and move/sing along to the song.
	3	Magnetic stripe cards indicate rooms and household items	Whole class	Read your mouth	<ul style="list-style-type: none"> - The teacher invites 1 child to the board. Give 1 magnetic card to any room or household item. Ask your child to look at the card and whisper the word. - The teacher asked other children to guess and say the correct word aloud. - Repeat the process with the remaining tags.
2. Knowledge formation	6	Magnetic stripe cards indicate rooms and household items	Whole class	Listen, observe, point and speak	<p>* Goal: to help children understand <i>the structure 'There is a (TV)'</i>.</p> <ul style="list-style-type: none"> - GV tagged the word indicating the living room on the board. Ask your child <i>What's this – Living room.</i> - The teacher shows the child the book page 8. Point to the TV and ask <i>What's this?</i> Ask them to answer <i>It's a TV.</i> Then GV said <i>In the living room, there is a TV.</i> Ask the class to repeat 2 times. - Repeat the process for tables and toys.
3. Practice	7	- Class Book -Audio	Whole class, in pairs	Observe, listen, point and	<p>* Objective: have children learn rhymes and repeat sentences of rhymes.</p> <ul style="list-style-type: none"> - The teacher has the child open the book on page 8.

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
				read rhymes	<ul style="list-style-type: none"> - The teacher says <i>Let's listen</i>, then asks the child to listen to the whole lesson once. - GV says <i>Let's chant along</i>. Then turn on the audio, stopping after each sentence. Ask your child to listen and repeat 2 to 3 times after each sentence and point to the corresponding objects in the book.
4. Application	4	- Class Book -Audio	Whole class /group	Listen, observe and read rhymes	<p>* Objective: have children read the rhyme of Unit 1 in unison.</p> <ul style="list-style-type: none"> - The teacher turns on the audio and asks the child to read the rhyme 3 times (with music and without music). Children can clap their hands when reading rhymes. - Teachers let children read rhymes in groups. Then point to any object on page 8 and gesture to a group to read the rhyme <i>In the living room, there is/are ...</i> Then point to another item and gesture for the other group to read.
5. Summary	3	Computer	Whole class	Sing and wave goodbye	<ul style="list-style-type: none"> - Teachers play <i>Goodbye</i>, encourage children to sing along and wave goodbye.
6. Expansion activities		Magnetic card	Whole class	Look at the magnetic card and say	<ul style="list-style-type: none"> - GV attaches magnetic tags (living room, TV, table) to the board. - The teacher asked the class to stand up and applaud. GV says: In the living room... and point to 1 card. Have the class complete the

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
					sentence with the corresponding word for that object. - GV repeats the procedure a few times.

Audio script (Track 6):

Lesson 3. Listen and chant.

In the living room, there's a TV.

In the living room, there're three cars.

In the living room, there's a table.

In the living room, we're playing.

MY LITTLE FUN – BOOK 3

LESSON 1: MY HOUSE - ACTIVITY 4: LISTEN AND CIRCLE.

1. Objectives:

- Identify rooms and objects in the house through listening.

2. Target language:

- Review words: TV, bedroom, chair, kitchen, table
- Review structure: There is / There are / This is ...

3. Extended Languages:

- Voice commands & classroom language: Hello/Hi; Goodbye; Stand up; Sit down; How are you; Great; Good job; Look; Listen; Let's count; Let's circle; Listen and circle.

4. Materials and materials:

- Class Book page 9
- Audio track 7
- Puppeteers (Male, Flower, Ben, Linda)
- Magnetic cards (bedroom, kitchen, living room, TV, picture, table, chair)
- Wax pen and pencil
- MLF hoclieu application.

Process:

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
1. Warm-up	2	Computer connected to the internet	Whole class	Greeting and singing a song	<p>* Objective: help children get ready for the lesson, review the words learned about rooms and objects in the house.</p> <ul style="list-style-type: none"> - Teachers enter the classroom, greet children and open the video of the <i>familiar</i> song Hello. - The teacher asked the class to get up and move/sing along to the song.
	5	Magnetic stripe cards indicate rooms and household items	Whole class	Slap the board game	<ul style="list-style-type: none"> - Teachers have children arranged in 2 vertical rows. - GV tags words on the board in random order. - The teacher speaks 1 word (corresponding to 1 card on the board) and asks the first child of the 2 rows to bang their hands on the corresponding object. - GV repeats the process with other cards.
2. Knowledge formation	7	<ul style="list-style-type: none"> - Class Book - Sockpuppets - Magnetic cards 	Whole class	Observe, hear, point, speak and imitate	<p>* Objective: familiarize children with the symbols in the lesson (circled), help them recognize the correct information in a simple sentence.</p> <ul style="list-style-type: none"> - The teacher has the child open the book on page 9. Teachers encourage children to say words for rooms and household items. - GV points to paintings pointing to South, Flowers, Ben and Linda, then asks <i>Who's this?</i> Encourage your child to say the names of the characters.

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
					<ul style="list-style-type: none"> - The teacher holds the male character puppet and points to the TV picture and says <i>There's a TV</i>. Repeat the sentence and ask the child to repeat it 2 times. - GV pointed to the picture pointing to 2 chairs and said <i>Let's count</i>. Then count One with the child . <i>Two</i>. Says <i>There're two chairs</i>. Repeat the sentence and ask the child to repeat it 2 times. - The teacher held the puppet of the Chinese character, pointed to the painting pointing to the kitchen and said <i>This is my kitchen</i>. Repeat the sentence and ask the child to repeat it 2 times. - Repeat the process with the remaining paintings. - GV says <i>Listen and find</i>. Then say Nam (while pointing to the painting of the male character). <i>There is a TV</i>. Encourage your child to point to a picture pointing to the TV. - GV says <i>Let's circle</i>, then makes a model circle into the picture pointing to the TV with his index finger. Ask your child to observe and imitate.
3. Practice	5	<ul style="list-style-type: none"> - Class Book - Audio 	Whole Class/ In Pairs	Observe , listen and circle	<p>* Goal: have children practice recognizing correct information in a single sentence through the listening channel.</p> <ul style="list-style-type: none"> - The teacher has the child open the book on page 9. - GV says <i>Listen and circle</i>. Turn on the audio and stop after each sentence. Teachers ask

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
					<p>children to listen and use pencils to circle and in their books. Teachers can turn on the audio a few times for children to complete homework.</p> <ul style="list-style-type: none"> - Teachers let children compare the results of the work in pairs. - GV turns on the audio again, stopping after each sentence. Have your child listen and check the answers with the whole class.
4. Application	4	Magnetic card	Whole class	Observe, interrogate, listen and speak	<p>* Goal: have children say simple 'There is/ There are/ This is my...'</p> <ul style="list-style-type: none"> - The teacher called 4 children to the front of the class. - The teacher gives each child 1 card from only 1 room or household item. The teacher asks the child to put a tag on the board, circle the card with their index finger and say <i>There is (a TV) / There are (two chairs) / This is my (bedroom)</i>. Then ask the class to repeat that sentence. - The teacher repeats the process with other cards and other children.
5. Summary	3	Computer	Whole class	<ul style="list-style-type: none"> - Review of structures - Sing and 	<ul style="list-style-type: none"> - The teacher held up the book on page 9 and asked the class to say some simple sentences to him (<i>There is ... / There are ...</i>).). - Teachers play <i>Goodbye</i>, encourage children to sing along and wave goodbye.

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
				wave goodbye	
6. Expansion activities		Computer	2 groups	Look at the picture and say	<ul style="list-style-type: none"> - Teachers divide children into 2 groups. - The teacher gives pictures of rooms or items in the house. - GV asked 2 groups to raise their hands as quickly as possible to win the right to respond using the structure 'There is/There are/This is...!'

Audio script (Track 7):

Lesson 4. Listen and circle.

There is a TV.

This is my bedroom.

There are two chairs.

This is my kitchen.

MY LITTLE FUN – BOOK 3

LESSON 1: MY HOUSE - ACTIVITY 5: COLOUR AND SAY.

1. Objectives:

- Children know colored tiles of rooms and household items

2. Target language:

- From review: bedroom, kitchen, living room, TV

3. Extended Languages:

- Voice commands & classroom language: Hello/Hi; Goodbye; Stand up; Sit down; How are you; Great; Good job; Look; Listen; Let's colour.

4. Materials and materials:

- Class Book page 10
- Magnetic card (bedroom, kitchen, living room, TV)
- Crayons

Process:

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
1. Warm-up	2	Computer connected to	Whole class	Greeting and singing a song	* Objective: help children get ready for the lesson, review the words learned about rooms and objects in the house. - Teachers enter the classroom, greet children and open the video of the <i>familiar</i> song Hello.

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
		the internet			- The teacher asked the class to get up and move/sing along to the song.
	5	Magnetic stripe cards indicate rooms and household items	2 groups	Memory game	<ul style="list-style-type: none"> - Teachers divide the class into 2 groups. - GV tags words indicating rooms and household items on boards. Then give them 30 seconds to remember the cards and their positions. - The teacher flipped the card over and asked 1 child from each team to board it. - The teacher says 1 word and asks the child to locate the corresponding card. The team with the correct answer will be rewarded with 1 star. - The teacher repositions the cards and repeats the process 2 to 3 times.
2. Knowledge formation	7	<ul style="list-style-type: none"> - Magnetic card refers to rooms and household items - Class Book - Computer 	Whole class	Listening, observing, speaking and coloring	<p>* Objective: for children to recognize and color rooms and objects in the house.</p> <ul style="list-style-type: none"> - The teacher has the child open the book on page 10. - GV pointed to the picture of the living room, asking <i>What's this?</i> and ask them to answer <i>the Living room</i>. - Repeat the procedure with other rooms and items in the house. - GV says <i>Let's colour and say</i>. GV models living room paintings and TVs on screens and says <i>Living room, TV</i>. Ask your child to imitate and repeat words. - Repeat the procedure with the bedroom and kitchen.

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
3. Practice	5	Crayons	Whole class	Tint	<p>* Goal: have children practice coloring rooms and objects in the house.</p> <ul style="list-style-type: none"> - Teachers have children color pictures showing rooms and household items in their books with crayons. - Teachers move around the classroom to help children when needed.
4. Application	4		Whole class, in pairs	Observe and speak	<p>* Goal: have children talk about their coloring pictures and name rooms and objects in the house.</p> <ul style="list-style-type: none"> - Teachers let children work in pairs and show their friends their paintings. The teacher asks the child to point to each room/item and say the corresponding sentence.
5. Summary	3	Computer	Whole class	Sing and say goodbye	<ul style="list-style-type: none"> - Teachers play <i>Goodbye</i>, encourage children to sing along and wave goodbye.
6. Expansion activities			Individually, in pairs	Painting, coloring and speaking	<ul style="list-style-type: none"> - Teachers let children draw and color pictures of their house. Then ask them to work in pairs and share pictures with you. - Teachers encourage children to use the structure 'There is/There are...' when talking about the child's home.

MY LITTLE FUN – BOOK 3

LESSON 1: MY HOUSE – ACTIVITY 6: COUNT AND COLOUR.

1. Objectives:

- Recognize the numbers 1, 2 and 3
- Count to 3
- Coloring household items

2. Target language:

- Review words: one, two, three, TV, table, chair

3. Extended Languages:

- Voice commands & classroom language: Hello/Hi; Goodbye; Stand up; Sit down; How are you; Great; Good job; Look; Listen; Let's colour.

4. Materials and materials:

- Class Book page 11
- Magnetic cards (one, two, three, TV, table, chair)
- Pencils and crayons

Process:

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
1. Warm-up	2	Computer connected to the internet	Whole class	Greeting and singing a song	* Objective: help children get ready for lessons, review learned counts and objects in the house. - Teachers enter the classroom, greet children and open the video of the <i>familiar</i> song Hello. - The teacher asked the class to get up and move/sing along to the song.
	3	Magnetic stripe cards indicate rooms and household items	Whole class	Observe, listen and speak	- The teacher holds the magnetic card, then hands out the cards one by one, says the corresponding word, and asks the class to clap and repeat. In the 2nd time, the teacher gives the cards at a faster pace and asks the child to say the words.
2. Knowledge formation	5	Class Book	Whole class	Observe, listen and speak	* Goal: have children recognize objects in the house and count to 3. - The teacher has the child open the book on page 11. Teachers encourage children to say words for household items (TV, table, chair). - GV points to number 1 and says <i>This is number 1</i> . Ask your child to repeat 2 times.

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
					<ul style="list-style-type: none"> - The teacher pointed to the TV, asking <i>What's this?</i> and ask them to answer <i>It's a TV</i>. The teacher says <i>Let's count</i> and count with child <i>One. One TV</i>. - GV says <i>Let's colour</i>. Coloring form number 1 and TV. Have your child follow along. - GV repeats the procedure with numbers 2, 3, tables and chairs.
3. Practice	7	<ul style="list-style-type: none"> - Class Book - Crayons 	Whole class, individual	Observe, listen, speak, color	<ul style="list-style-type: none"> * Goal: have children practice counting to 3 and coloring objects in the house. - The teacher has the child open the book on page 11. - The teacher points to each number and item in the book and asks the child to say the corresponding word. - Teachers let children count the number of objects in pairs. - GV says <i>Let's colour</i>. Then ask the child to color the items in the picture. - Teachers move around the classroom to support children when needed.
4. Application	4	<ul style="list-style-type: none"> - Class Book - Crayons 	In pairs	Point and speak	<ul style="list-style-type: none"> * Goal: have your child share their pictures and count to 3. - Teachers let children share pictures in pairs. Ask each child to point fingers and numbers in turn and count items (one – TV / two – tables / three – chairs).

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
5. Summary	3	Computer	Whole class	Sing and say goodbye	<ul style="list-style-type: none"> - Teachers play <i>Goodbye</i>, encourage children to sing along and wave goodbye.
6. Expansion activities			In pairs	Draw and speak	<ul style="list-style-type: none"> - Teachers let children work in pairs. - The teacher has 1 child use his finger to indicate the number and draw an item in the air in the house/classroom. The other child will say the number, and draw objects accordingly. - Teachers let children change roles for the 2nd time.

MY LITTLE FUN – BOOK 3

LESSON 2: MY SCHOOL - ACTIVITY 1: LISTEN AND REPEAT.

1. Objective:

- Recognize some objects in the school
- Repeat the names of objects

2. Target language:

- New words: door, window, slide, swing
- Review words: chair, table, pencil, paper, book, bag

3. Extension languages:

- Voice commands & classroom language: Hello/ Hi; Goodbye; Stand up; Sit down; How are you; Great; Good job; Look; Listen; Listen and repeat.

4. Teaching tools and materials:

- Class Book page 12
- Audio tracks 8
- Word cards for objects (chair, table, pencil, paper, book, crayon, door, window, slide, swing)
- Situational painting
- MLF hoclieu application.

Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up & Review	5	Card from	Class	Say hello, sing a song, review learned words	<ul style="list-style-type: none"> - Teacher lets children stand in a circle. Then give 4 word cards (crayon, pencil, paper, book) to any 4 children in the circle. - The teacher plays the child's favorite music, encourages the child to sing along and asks the child to pass the card in the direction of the clock. - The teacher randomly stops the music, asks the children holding the cards to show the whole class and take turns saying the names of the corresponding objects. - Repeat the process a few times.
2. Form knowledge	6	Card from	Class	Observe, listen and speak	<ul style="list-style-type: none"> - The teacher says Look and listen. Then point to the classroom door or show a picture/card showing the door. Says Door. Door. Ask children to just observe and listen. - The teacher says Listen and repeat. Says Door. Point to the word 'door' and say Door. Door. Ask your child to listen and repeat the word a few times. - Repeat the process with the remaining objects (window, slide, swing).
3. Practice	7	<ul style="list-style-type: none"> - Class Book - Audio 	Whole class, in groups, in pairs and individually	Watch, listen, point and talk	<ul style="list-style-type: none"> - Teacher shows children pictures of situations. - The teacher points to each object and names each object once (door, window, slide, swing). - The teacher says Listen again and repeat. Turn on the audio, then ask children to listen and repeat each word in class, in groups, in pairs and individually while

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>pointing to the object in the book on page 12.</p> <ul style="list-style-type: none"> - Correct children's pronunciation if necessary.
4. Application	5	<ul style="list-style-type: none"> - Situational painting - Audio 	Class	Listen, observe, point and talk	<ul style="list-style-type: none"> - The teacher stands in front of the screen/board. Then show the children the picture of the situation. - The teacher says Listen and repeat. Turn on audio / Say random words (door, window, slide, swing). - The teacher asks children to listen and repeat the word while pointing to the corresponding object on the screen/board.
5. Summary	4	Computer	Class	Review the words you have learned, sing them and say goodbye	<ul style="list-style-type: none"> - The teacher shows the children a picture of the situation, asks them to observe, listen and repeat the 4 words they learned in the lesson. - The teacher plays the video song Goodbye, encourages children to sing along and wave goodbye.
6. Extension activities		Card from	Class	Look at the flashcard, read lips and speak	<ul style="list-style-type: none"> - The teacher attaches word cards (table, chair, door, window, slide, swing) to the board, asks children to look at the cards and at the teacher's lips. - The teacher says any word but does not make a sound. - The teacher lets the children read lips and repeat the word they just said. - This activity can be used as a group game.

Audio scripts(Track 8):

Lesson 1. Listen and repeat.

Door. Window. Slide. Swing.

MY LITTLE FUN – BOOK 3

LESSON 2: MY SCHOOL - ACTIVITY 2: MATCH AND SAY.

1. Objective:

- Name some objects in the school
- Connect objects of the same type

2. Target language:

- Review words: door, window, slide, swing, chair, table

3. Extension languages:

- Voice commands & classroom language: Hello/ Hi; Goodbye; Stand up; Sit down; How are you; Great; Good job; Look; Listen; Let's match; Point and say; Listen and match.

4. Teaching tools and materials:

- Class Book page 13
- Audio tracks 9
- Situational painting

- Magnetic cards refer to objects in the school (door, window, slide, swing)

Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up & Review	2	Computer connected to the internet	Class	Say hello and sing a song	<ul style="list-style-type: none"> - The teacher enters the classroom, greets the children and plays the familiar Hello song video. - The teacher asks the whole class to stand up and move/sing along to the song.
	5	Card from	Class	Review the words you have learned	<ul style="list-style-type: none"> - The teacher takes several sets of cards about objects (door, window, slide, swing) with an equal number for each set. The number of cards in each set may vary slightly to increase the challenge of the game. - The teacher randomly gives 1 card to each child. - The teacher asks the children to go around the classroom to find friends with the same type of card as them. - The teacher attaches 4 cards (door, window, slide, swing) in different positions in the classroom and says each word so that children can find and focus on the correct location corresponding to the card they have. - Check to see if the child is standing in the correct position.
2. Form knowledge	7	- Computer	Class	Listen, observe, point, talk	<ul style="list-style-type: none"> - The teacher shows a picture of a door on the screen. Says Door. Door. Then ask the child to repeat it a few times. Say It's a door and ask your child to repeat it a few times.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		<ul style="list-style-type: none"> - Card from - Situational painting 			<ul style="list-style-type: none"> - Repeat the process with 'window', 'slide', 'swing'. - The teacher raises the card to the door and asks What is it? Respond accordingly according to the child's answer. - The teacher says It's a door, then asks the whole class to repeat it a few times. - The teacher places the word card indicating the door next to the image of the door on the screen. Show children the picture on page 13. - The teacher points to the image of the door in the picture and says Door. It's a door. - The teacher points to the image of the door in the circle and asks What is it? Respond accordingly according to the child's answer. Then say It's a door and ask the child to repeat it a few times. - Teacher says Let's match. Then the teacher models connecting the image of the door in the picture and in the circle with a pencil. - Teacher says Point and say. The teacher asks the children to point to the door and repeat the sentence twice (Door. It's a door.). - Repeat the process with the remaining items.
3. Practice	5	<ul style="list-style-type: none"> - Class Book - Audio 	Whole class, in pairs	Listen, connect and speak	<ul style="list-style-type: none"> - The teacher lets the children open the book to page 13. - The teacher says Listen and match. Then turn on the audio and pause after each sentence. Ask children to listen and match

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>objects of the same type in the book with a pencil.</p> <ul style="list-style-type: none"> - The teacher asks children to share their work and name the objects in pairs. - The teacher moves around the classroom and helps children when needed. - The teacher asks some children to show their work to the whole class and say the names of the objects out loud.
4. Application	4	Card from	Group of 3-4 people	Observe, connect and speak	<ul style="list-style-type: none"> - Teacher lets children work in groups of 3-4 people. The teacher gives each group a number of sets of cards (door, window, slide, swing). - The teacher asks children to find cards of the same type and put them in each pile. - The teacher calls up some members of each group, asks the children to show a card and name the object (Window. It's a window.). - The teacher corrects the child's pronunciation if necessary.
5. Summary	3	Computer	Class	Review the words you have learned, sing them and say goodbye	<ul style="list-style-type: none"> - The teacher shows children pictures of situations, asks them to observe, listen and repeat the 4 words learned in the lesson, using simple sentences (It's a window.). - The teacher plays the video song Goodbye, encourages children to sing along and wave goodbye.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
6. Extension activities		Card from	Class	Review the words you have learned	<ul style="list-style-type: none"> - The teacher attaches the word cards (door, window, slide, swing, chair, table) to the board. - Teacher lets children listen and repeat each word. Then ask the child to close his eyes and cover his eyes with his hand. - The teacher hides one card behind his back, asks the children to open their eyes and guess which card has been lost.

Audio scripts(Track 9):

Lesson 2. Match and say.

Door. It's a door.

Window. It's a window.

Slide. It's a slide.

Swing. It's a swing.

MY LITTLE FUN – BOOK 3

LESSON 2: MY SCHOOL - ACTIVITY 3: LISTEN AND SING.

1. Objective:

- Repeat some simple sentences
- Sing along to the song

2. Target content:

- Review words: door, window, slide, swing, chair, table
- Review structure: There is ...

3. Extension languages:

- Voice commands & classroom language: Hello/ Hi; Goodbye; Stand up; Sit down; How are you; Great; Good job; Look; Listen; Listen and repeat.

4. Teaching tools and materials:

- Class Book page 14
- Audio tracks 10
- Magnetic cards refer to objects in the school (door, window, slide, swing, chair, table)
- 1 soft ball

Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up & Review	2	Computer connected to the internet	Class	Say hello and sing a song	<ul style="list-style-type: none"> - The teacher enters the classroom, greets the children and plays the familiar Hello song video. - The teacher asks the whole class to stand up and move/sing along to the song.
	5	<ul style="list-style-type: none"> - Card from - Ball 	Class	Roll the ball game	<ul style="list-style-type: none"> - Teacher lets children sit in a circle. Use a soft ball to roll to a child's seat while singing Roll, roll the ball. Roll the ball to (child's name). This child will catch the ball. - The teacher shows the children a word card (door, window, slide, swing, chair, table) and asks What is this? - Teacher praises children and corrects errors if any. - Repeat the process a few times.
2. Form knowledge	6	<ul style="list-style-type: none"> - Class Book 	Class	Observe, listen and speak	<ul style="list-style-type: none"> - The teacher shows the children the picture on page 14 of the book. - The teacher asks children to look at the picture and prompts them to name the objects in the picture. - The teacher points to the picture of a swing and says There is a swing. Repeat and ask the child to repeat a few times. - Encourage children to say the same sentence with the remaining objects (door, window, slide) and correct their errors if any.
3. Practice	5	<ul style="list-style-type: none"> - Class Book - Audio 	Class	Listen, point and talk	<ul style="list-style-type: none"> - The teacher says Let's listen. Turn on the audio and let your child listen to the song 1-2 times.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> - The teacher says Listen and repeat. Turn on the audio again, ask the child to listen and repeat each sentence and point to the corresponding objects in the book (page 14) or on the screen.
4. Application	5	Card from	Whole class, in groups, in pairs	Sing and point	<ul style="list-style-type: none"> - The teacher asks the children to stand up and sing along with the song as a whole class, in groups, or in pairs. - Encourage children to point to pictures of objects in books / on screens / in the classroom while singing. - The teacher can change the rhythm of the song.
5. Summary	3	Computer	Class	Review the words you have learned, sing them and say goodbye	<ul style="list-style-type: none"> - The teacher shows the children a picture of the situation, asks them to observe, listen and repeat the 4 words they learned in the lesson, using simple sentences (There is ...). - The teacher plays the video song Goodbye, encourages children to sing along and wave goodbye.
6. Extension activities		Card from	Class	Review the words you have learned	<ul style="list-style-type: none"> - The teacher attaches the word cards (chair, table, door, window, slide, swing) to the board. - The teacher lets the children listen and repeat each word rhythmically a few times. - The teacher removes 1 card, then speaks and asks the child to repeat the words, including the removed word.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					- Continue discarding each card in turn and repeating the process.

Audio scripts(Track 10):

Lesson 3. Listen and sing.

There is a window. There is a door.

Let's go out. Let's play.

Let's swing on the swing.

Swing on the swing.

The swing is fun.

There is a window. There is a door.

Let's go out. Let's play.

Let's slide on the slide.

Slide on the slide.

The slide is fun.

MY LITTLE FUN – BOOK 3

LESSON 2: MY SCHOOL - ACTIVITY 4: LISTEN AND CIRCLE.

1. Objective:

- Recognize objects in the school through listening activities

2. Target language:

- Review words: door, window, slide, swing, chair, table
- Review structure: There is ... / There are ...

3. Extension languages:

- Voice commands & classroom language: Hello/ Hi; Goodbye; Stand up; Sit down; How are you; Great; Good job; Look; Listen; Listen and find; Let's circle.

4. Teaching tools and materials:

- Class Book page 15
- Audio tracks 11
- Magnetic cards refer to objects in the school (door, window, slide, swing, table, chair)

Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up & Review	2	Computer connected to the internet	Class	Say hello and sing the song	<ul style="list-style-type: none">- The teacher asks the children to stand up and shows them the book on page 14.- The teacher plays the song in Lesson 3 and asks the children to sing along. Encourage children to point to objects on the screen while singing.
	3	Card from	Class	Hidden things game - Bingo	<ul style="list-style-type: none">- The teacher slowly shows each card pointing to objects in the school and asks What is this?- Continue revealing cards slowly until one child says Bingo. Ask children to name

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>the corresponding object (can be in words/phrases/sentences).</p> <ul style="list-style-type: none"> - Correct children's pronunciation if necessary. - This activity can be used as a group game.
2. Form knowledge	7	<ul style="list-style-type: none"> - Computer - Class Book 	Class	Listen, observe, point, circle and talk	<ul style="list-style-type: none"> - The teacher shows a picture of a book on page 15. Then prompts the children to name words that refer to objects in the school. - The teacher points to the picture of a window and suggests that the children say There is a window. Then count One and say There is one window. Repeat the whole sentence and ask the child to repeat it a few times. - The teacher points to the picture of two windows and counts with child One. Two. Then say There are two windows. Repeat the whole sentence and ask the child to repeat it a few times. - Repeat the process with the remaining paintings (door, swing, slide). - The teacher says Listen and find. Then say One (while pointing to the number 1). There is one door. Encourage children to point to the picture of the door. - Teacher says Let's circle. The teacher models circling the picture of the door with his finger. Ask children to observe and imitate.
3. Practice	5	<ul style="list-style-type: none"> - Class Book - Audio 	Whole class,	Listen, circle	<ul style="list-style-type: none"> - The teacher lets the children open the book to page 15.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
			in pairs		<ul style="list-style-type: none"> - The teacher lets the children listen to the audio, stop at each sentence and do the circled exercises in the book. Let the children listen twice. - The teacher asks the children to compare their work in pairs. - The teacher turns on the audio again. Then ask children to listen and check their work with the whole class. Give your child praise.
4. Application	4	Card from	Individual, whole class	Observe, circle and talk	<ul style="list-style-type: none"> - Teacher lets children sit in front of the board. - The teacher calls 4 volunteer children to come to the board. Give each child a word card (door, window, slide, swing). Help / Ask children to put the card on the board, circle the card with their finger and say There is a ... - The teacher calls 4 more children to volunteer to come to the board. Give each child a word card (door, window, slide, swing), ask them to tag the card next to the card of the same type on the board. Ask children to circle 2 cards and say There are two ...
5. Summary	3	Computer	Class	Review the words you have learned, sing them	<ul style="list-style-type: none"> - The teacher shows the children pictures and asks the whole class to say simple sentences (There is ... / There are ...). - The teacher plays the video song Goodbye, encourages children to sing along and wave goodbye.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
				and say goodbye	
6. Extension activities		Card from	Class	Review the words you have learned	<ul style="list-style-type: none"> - The teacher lets the children stand in front of the screen. Place the flashcards on the floor. - The teacher projects images of objects in the school onto the screen one by one. Then take turns giving out the word cards. - The teacher asks the children to find the card and say Bingo, then give it to the teacher. - The teacher has all children with the same type of card stand in front of the class and hold up the card. - The teacher counts the cards with the whole class.

Audio scripts(Track 11):

Lesson 4. Listen and circle.

One. There is a door.

Two. There are two windows.

Three. There is one slide.

Four. There are two swings.

MY LITTLE FUN – BOOK 3

LESSON 2: MY SCHOOL - ACTIVITY 5: TRACE AND COLOUR.

1. Objective:

- Draw along the lines the images of objects in the school
- Color pictures of objects in school
- Name the objects in the school and their colors

2. Language target:

- Review words: chair, table, door, window, slide, swing, red, green, yellow, blue, pink, orange
- Review structure: It's ...

3. Extension languages:

- Voice commands & classroom language: Hello/ Hi; Goodbye; Stand up; Sit down; How are you; Great; Good job; Look; Let's trace.

4. Teaching tools and materials:

- Class Book page 16
- White paper
- Magnetic cards refer to objects in the school (chair, table, door, window, slide, swing)
- Crayon

Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up & Review	2	Computer connected to the internet	Class	Say hello and sing the song	<ul style="list-style-type: none"> - The teacher enters the classroom, greets the children and plays the familiar Hello song video. - The teacher asks the whole class to stand up and move/sing along to the song.
	3	Card from	Class	Slap the board game	<ul style="list-style-type: none"> - Teacher lets children stand in 2 rows. - The teacher attaches the word cards (chair, table, door, window, slide, swing)

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>to the board in random order.</p> <ul style="list-style-type: none"> - The teacher says a word and asks the child at the front of each row to clap their hands on the corresponding card. - Repeat the process 4 times.
2. Form knowledge	5	<ul style="list-style-type: none"> - Class Book - Pencils, crayons 	Class	Listen, observe, speak	<ul style="list-style-type: none"> - The teacher shows a picture of a book on page 16. The teacher points to the black and white image of a slide and says Look! What is it? Respond accordingly according to the child's answer. - Say It's a slide. Then ask the child to repeat twice. - The teacher holds a pencil and asks What is it? Respond accordingly according to the child's answer. Teacher says Let's trace. Then model the action of drawing along the dotted line image of the slide using a pencil. Encourage children to observe and imitate by holding their pencil in the air. - The teacher holds an orange crayon and asks What color is it? Respond accordingly according to the child's answer. Ask your child to choose a crayon of their

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>choice and pick it up. Then the teacher paints the image of the slide in orange. Encourage children to observe and imitate by drawing in the air.</p> <ul style="list-style-type: none"> - The teacher points to the picture he just painted and says It's orange. Ask the child to repeat twice.
3. Practice	7	Class Book	Individual	Draw, color	<ul style="list-style-type: none"> - The teacher asks children to draw along the dotted lines the images in the book using a pencil. - The teacher asks children to color the pictures in the book. - The teacher moves around the classroom to help children if necessary.
4. Application	4		Group of 4 people	Observe, listen and speak	<ul style="list-style-type: none"> - The teacher divides the class into groups of 4 children. Then the teacher asks the children to share the colored pictures in the book and name the objects and their colors, for example (It's) (a) swing. (It's) green. - The teacher helps children/corrects pronunciation errors if necessary.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
5. Summary	3	Computer	Class	Review the words you have learned, sing them and say goodbye	<ul style="list-style-type: none"> - The teacher shows the children a picture that has been colored and described, for example It's a door. It's blue. - The teacher plays the video song Goodbye, encourages children to sing along and wave goodbye.
6. Extension activities		Pencils, crayons, white paper	Group of 3 people, whole class		<ul style="list-style-type: none"> - The teacher lets the children sit in groups of 3. - The teacher gives each group a pencil, a few crayons with 2 random colors (red, yellow, blue, green, orange, pink) and a few white sheets of paper. - The teacher asks each group to draw an image of an object in school they have learned and color that image. - The teacher asks the groups to share their products with the whole class. - The teacher puts the pictures on the board and asks the whole class to vote for the best picture.

MY LITTLE FUN – BOOK 3

LESSON 2: MY SCHOOL - ACTIVITY 6: COUNT AND MATCH.

1. Objective:

- Recognize number 6
- Count to 6

2. Language target:

- New word: number 6
- Review words: door, window, slide, swing, ball, numbers 1 to 5
- Review structure: There are...

3. Extension languages:

- Voice commands & classroom language: Hello/ Hi; Goodbye; Stand up; Sit down; How are you; Great; Good job; Look; Listen; Let's count.

4. Teaching tools and materials:

- Class Book page 17
- Audio tracks 10
- Magnetic cards show numbers from 1 to 6

Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up & Review	5	- Computer connected to the internet	Class	Say hello, sing songs,	- The teacher enters the classroom and greets the children.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		- Audio tracks 10		review learned words	<ul style="list-style-type: none"> - The teacher asks the children to stand up. Then turn on audio track 10 and ask children to sing along. - Teacher lets children stand in a circle. Then ask the children to count from 1 to 5, starting with the child standing on the teacher's left. - The teacher asks the children who count the number 1 to stand next to each other, and repeat with the children who count the numbers 2, 3, 4, 5. - The teacher gives simple commands like 'Hands on head', 'Touch your nose', 'Point to the board', ... and adds numbers. For example: Touch your nose, number 1 and check to see if the children in group number 1 have performed the correct action. - The teacher gives praise to the children.
2. Form knowledge	7	- Card from - Computer	Class	Listen, observe, speak	<ul style="list-style-type: none"> - Teacher shows a picture of a ball on the screen / Teacher draws a ball on the board and says Look! What is it? Respond accordingly according to the child's answer.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> - The teacher says It's a ball. Say One ball and ask the child to repeat. - Teacher shows pictures of 4 more balls / Teacher draws 4 more balls on the board one after another and asks children to count with the teacher: One, two, three, four, five while pointing. Then the teacher says Five balls and asks the children to repeat it a few times. - Teacher adds 1 more ball and says Six. Six. - The teacher shows the image of number 6 on the screen / The teacher holds up the word card indicating the number 6. The teacher says Number six, six, six while pointing to the image of number 6. - The teacher writes the number 6 on the board next to the image of 6 balls. Then ask the child to point to the number 6 and say Six a few times. - Teacher says Count with me. Then count with your child a few times from 1 to 6. - Teachers can use their fingers to teach number 6.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
3. Practice	5	Class Book	In pairs, whole class	Observe, listen, connect and speak	<ul style="list-style-type: none"> - The teacher shows a picture of a book on page 17. The teacher prompts the children to say words for objects in the school and numbers. - The teacher asks children to count the number of objects in the picture in pairs. Ask children to match numbers with corresponding pictures. - The teacher checks the answers with the whole class and gives praise to the children.
4. Application	4	Computer	Group	Observe, count	<ul style="list-style-type: none"> - The teacher asks the children to sit in 2 groups in front of the screen. The teacher lets the children name their group as they wish. Then the teacher writes the group's name on the board. - The teacher shows pictures of some learned counting objects such as toys, school objects, and fruits (the number of objects ranges from 3 to 6). The group whose members count the correct number first will receive 1 star.
5. Summary	3		Class	Review the	<ul style="list-style-type: none"> - The teacher shows the children the book page and

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		Computer		words you have learned, sing them and say goodbye	<p>asks them to count the number of objects in the picture.</p> <ul style="list-style-type: none"> - The teacher plays the video song Goodbye, encourages children to sing along and wave goodbye.
6. Extension activities			By group	Review the words you have learned	<ul style="list-style-type: none"> - The teacher divides the class into groups of 5-6 children. Then have the children sit in a circle. - The teacher gives each group a set of 3 random word cards (door, window, slide, swing, chair, table). - The teacher explains that each group of words belongs to one group. The teacher asks children to repeat each word a few times so that they can recognize and remember the words. For example: Group 1: door, window, chair; Group 2: swing, slide, table; ... - The teacher says each set of words randomly. Ask children to listen and stand up when they hear a set of words belonging to their group. - Slowly increase speed.

MY LITTLE FUN – BOOK 3

LESSON 3: MY FEELINGS - ACTIVITY 1: LISTEN AND REPEAT.

1. Objective:

- Recognize some common emotional words
- Repeat emotional words

2. Target language:

- New words: happy, hungry, thirsty, sad
- Review words: sandwich, juice, banana

3. Extension languages:

- Voice commands & classroom language: Hello/ Hi; Goodbye; Stand up; Sit down; How are you; Great; Good job; Look; Listen and repeat.

4. Teaching tools and materials:

- Class Book page 23
- Audio tracks 15
- Situational painting
- Word cards for emotions and food (happy, hungry, thirsty, sad, sandwich, juice, banana)
- Computer connected to the internet and hoclieu.vn MLF application

Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up	3	- Computer connected to	Class	Say hello, sing songs and	* Goal: help children get ready for the lesson, review words they have learned about food (sandwich, juice, banana).

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		the internet - Card from		review learned words	<ul style="list-style-type: none"> - The teacher greets the children and plays the familiar Hello song. - The teacher asks the whole class to stand up and move/sing along to the song. - The teacher holds a food word card (sandwich, juice, banana) and asks What's this?. Ask children to answer according to the structure It's ...
	3	Card from	Class	Game Catch me if you can!	<ul style="list-style-type: none"> - The teacher gives word cards and asks children to say aloud It's... with the corresponding food. - The teacher can use word cards to refer to some other foods to increase the difficulty of the game.
2. Form knowledge	6	- Class Book - Card from	Class	Listen, observe, connect and speak	<p>* Objective: introduce children to emotions through flashcards.</p> <ul style="list-style-type: none"> - The teacher asks children to pay attention to their faces. Say Look at me! The teacher made a happy face and said Happy. Repeat emotions and words. - Repeat the process with other emotion words (hungry, thirsty, sad). - The teacher puts emotion word cards on the board. Point to the 'happy' card, say Happy and make a happy face. Ask children to imitate facial expressions and repeat words. - Repeat the process with the remaining emotion words.
3. Practice	6	- Class Book - Audio - Situational	Whole class, individual	Observe, listen and speak	<p>* Objective: to help children recognize emotions and practice repeating emotional vocabulary.</p> <ul style="list-style-type: none"> - The teacher gives a picture of the situation. Encourage children to say the names of the characters in the picture. The teacher explains

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		painting			<p>the context of the picture, the characters are in the classroom and it is dinner time.</p> <ul style="list-style-type: none"> - The teacher points to the characters and says Happy, hungry, thirsty, sad. The teacher asks the children to repeat. Repeat the process, varying the speaking speed to make the activity more difficult and interesting. - The teacher lets the children open the book to page 23. - The teacher says Listen and repeat. Turn on the audio and pause after each word. The teacher asks children to listen, point to the corresponding character and repeat the words indicating emotions. - The teacher asks the children to stand up and observe the situation. Then point to the characters, make different facial expressions (happy, hungry, thirsty, sad) and say the words. The teacher asks children to imitate facial expressions and repeat words in unison in groups and individually.
4. Application	3	Situational painting	In groups, whole class	Observe, listen and speak	<ul style="list-style-type: none"> * Goal: help children recognize and repeat emotional vocabulary. - The teacher attaches a picture of the situation to the board. - The teacher divides the class into groups and invites one representative from each group to come to the board. The teacher says one word expressing emotion. Ask children to point to the corresponding character in the situation picture as quickly as possible. Reward the group whose members perform the fastest. Then, the teacher asks the whole class to repeat the word. Repeat the process a few times.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					- The teacher makes different facial expressions and asks the children to repeat and say the corresponding word.
5. Summary	2	Computer	Class	Sing and say goodbye	- The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.
6. Extension activities			Class	Review learned words and structures	- The teacher says an emotion word and makes a corresponding facial expression. Children will be asked to repeat the word and express it correctly.

Audio scripts(Track 15):

Lesson 1. Listen and repeat.

Happy. Hungry. Thirsty. Sad

MY LITTLE FUN – BOOK 3

LESSON 3: MY FEELINGS - ACTIVITY 3: LISTEN AND CHANT.

1. Objective:

- Answer some simple questions about emotions
- Can read the rhyme with the correct words and rhythm

2. Target language:

-New structure: I'm (hungry).

- Review words: happy, hungry, thirsty, sad, slide, swing, chair

3. *Extension languages:*

- Voice commands & classroom language: Hello/ Hi; Goodbye; Stand up; Sit down; How are you; Great; Good job; Look; Let's chant.

4. *Teaching tools and materials:*

- Class Book page 25

- Audio track 17

- Word cards indicating emotions (happy, hungry, thirsty, sad)

- Puppets (Nam, Linda, Hoa, Ben)

- Computer connected to the internet and hoclieu.vn MLF application

Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up	2	Computer connected to the internet	Class	Say hello, sing the song	* Objective: help children get ready for the lesson, review the emotional vocabulary they have learned. - The teacher enters the classroom, greets the children and plays the familiar Hello song. - The teacher asks the whole class to stand up and move/sing along to the song.
	2	Card from	Class	Review the words you have learned	- The teacher uses flashcards and facial expressions (happy, hungry, thirsty, sad) to help children review the words they have learned.
2. Form knowledge	7	Puppets	Class	Listen, observe, speak	* Objective: to help children understand question and answer patterns: 'How are you?' and 'I'm (hungry).'

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> - The teacher attaches the Nam and Hoa puppets to the board. The teacher stands next to the Nam puppet, imitates the Nam voice and asks How are you? The teacher stands next to the Chinese puppet, imitates the Chinese voice and answers I'm hungry, using actions and facial expressions to express the word 'hungry'. - Repeat the process with the puppets Ben and Linda, and the word 'thirsty'. - The teacher calls a child to the board. Let the child hold the 'happy' card. Ask children How are you? Lead children to say I'm happy and show happy expressions. - The teacher asked the whole class to stand up. Ask children How are you? Give 1 emotion word card and lead the child to answer I'm... Repeat the process with the remaining cards, changing the speed to increase the challenge of the activity.
3. Practice	5	<ul style="list-style-type: none"> - Class Book - Audio 	Class	Observe, listen and speak	<p>* Objective: for children to learn the rhyme of Unit 3 and memorize the lyrics.</p> <ul style="list-style-type: none"> - The teacher shows a picture of the book on page 25. Ask the children to say the names of the characters (Hoa, Nam, Ben, Linda, brother, dad). Introducing the context of the painting as a playground in school. The teacher points to the objects and asks the children to name them (slide, swing, chair). - The teacher points to each character and prompts children to name the characters' emotions (happy, hungry, thirsty, sad). Encourage children to show facial

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>expressions and actions (happy, hungry, thirsty, sad).</p> <ul style="list-style-type: none"> - The teacher lets the children open the book to page 25. The teacher says Listen and turns on the audio. Ask children to listen to the entire song and clap along with the rhyme. - Teacher says Let's chant along. Then turn on the audio and pause after each sentence. Children will listen and read the rhyme while pointing to the corresponding character in the picture. - Repeat the rhyme until your child has memorized it.
4. Application	3	Audio	Whole class, in groups, individually	Read the rhyme	<p>* Objective: have children read the rhyme of Unit 3 in unison.</p> <ul style="list-style-type: none"> - The teacher lets the children stand up and read the rhyme along with the audio. Ask children to show corresponding expressions when reading. - The teacher lets children read the rhyme in groups and individually.
5. Summary	2	Computer	Class	Sing and say goodbye	<ul style="list-style-type: none"> - The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.
6. Extension activities			Class	Three steps game	<ul style="list-style-type: none"> - Teacher lets 2 children stand back to back. Give each child 1 flashcard. - Teacher counts One step. Two steps. Three steps. Turn around! Ask the child to turn around and say the emotion word on their friend's card.

Audio scripts(Track 17):

Lesson 3. Listen and chant.

How are you? How are you?

I'm happy! I'm happy!

I'm sad. I'm sad.

How are you? How are you?

I'm thirsty. I'm thirsty.

I'm hungry. I'm hungry.

Yummy! Yummy!

MY LITTLE FUN – BOOK 3

LESSON 3: MY FEELINGS - ACTIVITY 4: LISTEN AND CIRCLE.

1. Objective:

- Recognize emotional words through listening activities
- Name the emotions

2. Target language:

- Review words: happy, hungry, thirsty, sad
- Review structure: I'm (hungry)

3. Extension languages:

- Voice commands & classroom language: Hello/ Hi; Goodbye; Stand up; Sit down; How are you; Great; Good job; Look; Listen and circle.

4. Teaching tools and materials:

- Class Book page 26
- Audio track 18
- Word cards indicating emotions
- Puppet soldiers
- Computer connected to the internet and hoclieu.vn MLF application

Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up	3	<ul style="list-style-type: none"> - Computer connected to the internet - Card from 	Class	Greetings, reviewing, reading rhymes	<p>* Objective: help children get ready for the lesson, review the emotional vocabulary they have learned.</p> <ul style="list-style-type: none"> - The teacher greets the children. - The teacher uses word cards to let children review the words they have learned. - The teacher lets the children read the rhyme in Lesson 3 and express their emotions.
2. Form knowledge	5	<ul style="list-style-type: none"> - Card from - Puppet soldiers 	Class	Listen, observe, speak	<p>* Objective: help children become familiar with the symbols used in the lesson (circle), help children recognize correct information in a simple sentence.</p> <ul style="list-style-type: none"> - The teacher puts word cards on the board. The teacher points to the cards and guides the children to say words indicating emotions. - The teacher holds the Linda character card. Imitate Linda and say I'm hungry, then circle the 'hungry' tag. Ask children to imitate by drawing with their fingers in the air. - The teacher said I'm happy. Point to the 'sad' card and ask the child Yes or No? Lead the child to say No, and point to the 'happy' card. Then the teacher circles the 'happy' card.
3. Practice	7	<ul style="list-style-type: none"> - Class Book - Audio 	Whole class, individual	Observe, listen and speak	<p>* Objective: to help children correctly recognize emotional vocabulary through listening.</p> <ul style="list-style-type: none"> - The teacher shows the picture in the book on page 26. Ask the children to say the names of the characters in the picture (Linda, Hoa, Ben, Nam). - The teacher points to the characters' emotions and asks to name the emotions.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> - Teacher asks children to prepare pencils. - The teacher says Listen and circle. Turn on the audio and pause after each sentence for children to circle the words that indicate the corresponding emotions. - When children have completed the lesson, ask them to compare their work with each other, listen to the audio again and check their answers.
4. Application	3	Card from	Class	Observe, listen, speak	<p>* Objective: for children to express their feelings using the vocabulary they have learned about emotions.</p> <ul style="list-style-type: none"> - The teacher uses word cards to let children review the emotion words they have learned. - The teacher calls 4 children to the board. Give each child a word card and ask them to keep it secret. - Teacher asks How are you? Ask children to show the card to the whole class and say I'm ... (corresponding emotion). Bonus stars for each correct answer. - Repeat the process with as many children as possible.
5. Summary	2	Computer	Class	Sing and say goodbye	<ul style="list-style-type: none"> - The teacher shows the children the picture in the book on page 26. Let the children say goodbye to each character in the picture. - The teacher plays the video song Goodbye, encourages children to sing along and wave goodbye.
6. Extension activities			Class	TPR Games	<ul style="list-style-type: none"> - The teacher describes an emotion. - Teacher asks children to imitate and say I'm ...

Audio scripts(Track 18)

Lesson 4. Listen and circle.

One. I'm happy.

Two. I'm hungry.

Three. I'm thirsty.

Four. I'm sad.

MY LITTLE FUN – BOOK 3

LESSON 3: MY FEELINGS - ACTIVITY 5: DRAW AND COLOUR.

1. Objective:

- Recognize number 7
- Count to 7
- Draw and color objects

2. Target language:

- New word: number 7

- Review words: biscuit, apple, banana, numbers 1 to 6

3. Extension languages:

- Voice commands & classroom language: Hello/ Hi; Goodbye; Stand up; Sit down; How are you; Great; Good job; Look; Let's draw; Let's color.

4. Teaching tools and materials:

- Class Book page 27
- Magnetic cards show numbers from 1 to 6
- Pencils, crayons
- Computer connected to the internet and hoclieu.vn MLF application

Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up	2	Computer connected to the internet	Class	Say hello, sing the song	* Goal: help children get ready for the lesson, review the numbers they have learned. - The teacher greets the children and plays the familiar Hello song. - The teacher asks the whole class to stand up and move/sing along to the song.
	2	Card from	Class	Review the words you have learned	- The teacher uses flashcards to show the numbers 1 to 6 to help children review the words.
2. Form knowledge	7	- Card from - Crayon	Class	Listen, observe, speak	* Objective: help children recognize the number 7 and count to 7. - The teacher holds 6 crayons and asks the children to count from 1 to 6. - The teacher puts cards indicating numbers from 1 to 6 on the board. Then, the teacher

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>picks up a number of different colored pens. Ask 3 children to count, hop on the board and choose the corresponding index card.</p> <ul style="list-style-type: none"> - The teacher holds 6 crayons and asks the children to count again. Then pick up another crayon and say Seven. Count the crayons from 1 to 6 first, and ask the child to repeat a few times. - The teacher puts card number 7 on the board. Then draw 7 smiley faces next to it. The teacher asks the children to count the number of smiley faces, then points to the number 7 and says Seven. - The teacher counts by hand with the children.
3. Practice	5	Class Book	Whole class, individual	Observe, listen, speak, draw and color	<p>* Objective: for children to practice counting to determine quantities and color objects.</p> <ul style="list-style-type: none"> - Teacher lets children open the book to page 27. Encourage children to say the names of objects (biscuits, apples). - The teacher points to the number 6 and asks the children to say Six. Point to the picture of cookies and ask your child to count from 1 to 6. - The teacher points to the number 7 and asks the children to say Seven. Point to the picture of an apple and ask the child to count from 1 to 7. - The teacher points to the empty cookie image and says Let's draw. Have children draw along the dotted lines. After the children finish, the teacher holds the orange crayon and says Let's color. Let children color. - Teacher points to an apple and asks What color is it? Ask children to answer It's red.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					Then the teacher holds a red crayon and says Let's color the apples. Let children color.
4. Application	3		By group	Observe, speak	<p>* Objective: for children to share their pictures with friends and practice counting to 7.</p> <ul style="list-style-type: none"> - The teacher asks the children to exchange pictures with each other. Have your child point to each number and say Six / Seven and count the corresponding number. - Encourage children to name objects and colors.
5. Summary	2	Computer	Class	Sing and say goodbye	<ul style="list-style-type: none"> - The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.
6. Extension activities			Class	Draw, talk	<ul style="list-style-type: none"> - The teacher lets the children draw and count any 7 objects and share the pictures with their friends.

MY LITTLE FUN – BOOK 3

LESSON 3: MY FEELINGS - ACTIVITY 6: VALUES.

1. Objective:

- Recognize good attitudes toward friends and family

2. Target language:

- Review words: words for emotions (happy, sad, thirsty)
- Review structure: How are you? – I'm...

3. Extension languages:

- Voice commands & classroom language: Hello/ Hi; Goodbye; Stand up; Sit down; How are you; Great; Good job; Look; Listen.

4. Teaching tools and materials:

- Class Book page 28
- Audio track 17
- Word cards indicating emotions
- Puppets (Linda, Hoa, Ben)
- Computer connected to the internet and hoclieu.vn MLF application

Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up	2	- Audio	Class	Say hello, sing the song	<p>* Objective: help children get ready for the lesson, review the emotional vocabulary they have learned.</p> <ul style="list-style-type: none"> - The teacher greets the children - The teacher lets the children read the rhyme in Lesson 3 and express their emotions. - Teacher asks How are you? and give an emotion card. Ask children to respond accordingly.
2. Form knowledge	7	Card from	Class	Listen, observe, speak	<p>* Objective: to help children understand the information in each picture, to evoke good attitudes towards people around them.</p> <ul style="list-style-type: none"> - The teacher takes turns bringing out the puppets and asking Who's this? Ask the children to say the names of the puppets (Linda, Hoa, Ben). Have children say Hello to each character. - The teacher shows a picture of a book on page 28. Points to the first picture and encourages children to talk about the feelings of Hoa and Linda (sad). Introduction to the context of the painting (Hoa and Linda may be having an argument). Teacher asks Is it good? Make a sad face, thumbs down and say No! Let children imitate and repeat a few times. - The teacher points to the second picture and encourages children to say the names of the characters in the picture (Linda, brother). Leads to the story between Linda and her brother. Imitate Linda's voice and say I'm thirsty. Thank you! Ask Is it good? Make a happy face, give a thumbs up and say Yes! Let children imitate and repeat a few times.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> - Repeat the process with the remaining 2 paintings.
3. Practice	5	<ul style="list-style-type: none"> - Class Book - Pencil - Crayon 	Class	Observe, listen and do the exercises	<ul style="list-style-type: none"> * Goal: help children recognize good behavior towards friends and family - The teacher lets the children stand up. Point to the first picture and say No! Make a sad face and give a thumbs down. Point to the second picture and say Yes! Make a sad face and give a thumbs down. Have children imitate words and expressions. Repeat the process with the remaining paintings. - The teacher continues the second round, doing the action faster. The teacher can continue to the next round if necessary. - Teacher lets children open the book to page 28. Point to the first picture and ask Is it good? Guide children to say No. The teacher models holding up a pencil and marking an x in the box. Ask children to follow. - The teacher points to the second picture and asks Is it good? Guide children to say Yes. The modeling teacher picks up a crayon and marks a v in the box. Ask children to follow. - The teacher repeats the process with the remaining 2 pictures. Let children mark x or v in the box themselves. - After the child has finished, check in and give him praise.
4. Application	3	Class Book	Class	Observe, speak	<ul style="list-style-type: none"> * Goal: help children recognize good and bad behaviors. - The teacher points to the pictures on page 28 in random order. Have children demonstrate their

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>understanding of good and bad attitudes by responding both verbally and physically.</p> <ul style="list-style-type: none"> - The teacher reenacts the story in the picture with a teaching assistant or a child who does well in class. Ask children to observe and say Yes or No.
5. Summary	3	Computer	Class	Review the words you have learned, sing them and say goodbye	<ul style="list-style-type: none"> - The teacher gives word cards indicating emotions. Encourage children to say words indicating emotions. - The teacher plays the video song Goodbye, encourages children to sing along and wave goodbye.
6. Extension activities			Class		<ul style="list-style-type: none"> - The teacher asks the children to focus on the middle of the classroom. Create a messy floor scene with classroom objects. Standing next to that scene, making a tired expression. Ask Is it good? Lead the child to say No and put their thumb down. - Ask the child to put the objects back in the correct place. Ask Is it good? Lead children to say Yes and give a thumbs up.

MY LITTLE FUN – BOOK 3

LESSON 4: WEATHER - ACTIVITY 1: LISTEN AND REPEAT.

1. Objective:

At the end of the lesson, children can:

- Recognize weather phenomena
- Repeat the names of weather phenomena

2. Target language:

- New words: sunny, cloudy, rainy, windy
- Review structure: Do you like ...?; Yes, I do. / No, I don't.

3. Extension languages:

- Voice commands & classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; Look and listen; Listen and repeat; Listen again and repeat.

4. Teaching tools and materials:

- Class Book page 29
- Audio track 19
- Unit 4 situation painting
- Word cards: sunny, cloudy, rainy, windy
- Computer with internet connection and MyLittleFun application

Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up	3	Computer connected to	Class	Greet and sing	* Goal: help children get ready for lessons; Review vocabulary about emotions.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		the internet			<ul style="list-style-type: none"> - The teacher greets and asks the children to stand up. Project the image of page 25 of the Class Book on the screen for children to see. - Play the rhyme (Track 17) and ask children to read along. - Encourage children to express their emotions on their faces according to the nursery rhyme. - Change the speed (faster, slower) to make the rhyme more interesting.
2. Form knowledge	6	<ul style="list-style-type: none"> - Class Book - Unit 4 situation painting - Card from 	Class	Observe, listen and speak	<ul style="list-style-type: none"> * Objective: introduce four types of weather (sunny, cloudy, rainy, windy). - Introduce to children the content of today's lesson about weather. Project Unit 4's situation picture on the screen, or attach Unit 4's situation picture on the board. - Teacher points to the sunny picture and asks Do you like this? Encourage children to say Yes, I do while nodding and making a happy face, OR to say No, I don't while shaking their head and making a sad face. - Do the same with the remaining three pictures.
				Observe, listen and repeat	<ul style="list-style-type: none"> - Teacher points back to the sunny picture / Holds up the word card 'sunny'. The teacher says Look and listen. The teacher said "sunny". Just ask the child to look and listen.
				Listen and repeat	<ul style="list-style-type: none"> - The teacher says Listen and repeat. The teacher said the word Sunny again. Ask children to listen and repeat the word several times.
					<ul style="list-style-type: none"> - Repeat the above process with the remaining paintings (cloudy, rainy, windy).
3. Practice	6	Class Book	Class/ Individual	Listen and repeat	<ul style="list-style-type: none"> * Objective: to help children practice recognizing and repeating four types of weather. - The teacher points out and names the weather phenomena in the situation picture again (sunny, cloudy, rainy, windy). - Instruct children to open the book to page 29.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> - The teacher says Listen again and repeat. Turn on audio, pausing after each word. Ask children to listen and repeat each word and point to the corresponding picture in the book. - Correct children's pronunciation if necessary.
4. Application	5	Card from	Class	Find the word card and say the name of the toy	<p>* Objective: help children recognize types of weather and repeat the names.</p> <ul style="list-style-type: none"> - Teacher lets children sit in front of the board. Attach 4 magnetic cards indicating weather phenomena on the board. - The teacher says Listen and repeat. Turn on the audio, or say the words one after another (sunny, cloudy, rainy, windy). - Ask children to listen and repeat the word while pointing to the corresponding word card on the board. - The teacher can invite a few children to come to the board (each child in turn) to point to the corresponding word card after listening.
5. Summary	5	Computer connected to the internet	Class	Sing goodbye	<ul style="list-style-type: none"> - Project a picture of the situation on the screen. Ask children to look, listen and repeat the 4 weather phenomena they learned in the lesson. - The teacher plays the song Goodbye, waves goodbye, encourages children to sing along and wave goodbye.
6. Extension activities		Card from	Class		<ul style="list-style-type: none"> - Teacher attaches 4 flashcards / Shows pictures of 4 weather phenomena on the screen (sunny, cloudy, rainy, windy) - The teacher says one word and describes the weather phenomenon with actions. Repeat this action and ask your child to do the same. - Repeat this process with the remaining words. Ask children to do this activity in groups, in teams and as a whole class. - The teacher says each word and asks children to express it through actions.

Audio scripts(Track 19):

Lesson 1. Listen and repeat.

Sunny. Cloudy. Rainy. Windy.

MY LITTLE FUN – BOOK 3

LESSON 4: WEATHER - ACTIVITY 2: MATCH AND SAY.

1. Objective:

At the end of the lesson, children can:

- Name weather phenomena
- Match weather images with weather icons

2. Target language:

- Review words: sunny, cloudy, rainy, windy

3. Extension languages:

- Voice commands & classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; It's...; Let's...; Point and say; Listen and match

4. Teaching tools and materials:

- Class Book page 30
- Audio tracks 20
- Word cards (sunny, cloudy, rainy, windy)
- Situational painting of Unit 4
- Computer with internet connection and MyLittleFun application

Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up	5	Card from	Class	<ul style="list-style-type: none"> - Greet and sing - Play warm up 	<p>* Goal: help children get ready for lessons; Test whether children can distinguish between the types of weather they have learned.</p> <ul style="list-style-type: none"> - The teacher greets the children and asks them to stand up. The teacher plays the song Hello and lets the children sing along. - Game: Slap the board! <ul style="list-style-type: none"> ● Teacher lets children stand in 2 rows.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> ● Attach the flashcards to the board (with the picture facing out) in random order. ● The teacher says a word and asks the child at the head of each row to tap the corresponding word card on the board. ● Repeat the process with the remaining words.
2. Form knowledge	6	Class Book	Class	Look, listen and repeat	<p>* Objective: help children recognize weather symbols, read the names of weather types and understand the structure used to describe the weather 'It's...'</p> <ul style="list-style-type: none"> - The teacher holds up page 30 of the Class Book or projects the picture of page 30 on the screen for the children to see. - The teacher points to the sunny picture and says Sunny, sunny and asks the children to repeat it a few times. Then the teacher says It's sunny and asks the children to repeat it a few times. - The teacher points to the sun symbol and instructs the children to talk with Teacher Sunny. It's sunny several times.
				Connect	<ul style="list-style-type: none"> - Teacher says Let's match. The teacher uses a pencil to connect the picture with the symbol.
				Point and talk	<ul style="list-style-type: none"> - Teacher says Point and say. Ask children to point to the picture/icon of sunny weather and say the whole sentence with the teacher twice. (For example: Sunny. It's sunny).
					<ul style="list-style-type: none"> - The teacher points to other pictures/symbols and repeats the process.
3. Practice	5	<ul style="list-style-type: none"> - Class Book - Audio 	Class	Listen, connect and speak	<p>* Objective: help children practice connecting weather pictures with weather symbols and saying the names of weather types</p> <ul style="list-style-type: none"> - The teacher asks the children to look at the book, page 30.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> - The teacher says Listen and match. Turn on the audio, pausing after each sentence. Ask children to listen to each sentence and use a pencil to connect the picture with the corresponding symbol in the book. - Ask your children to share their answers with you and say the sentences in pairs: (Cloudy). It's (cloudy). - The teacher walks around the classroom and helps children if needed. - The teacher calls a few children to read their answers in front of the class and say whole sentences.
4. Application	7		Group	Fulfill the request	<p>* Objective: help children recognize similar types of weather and read their names.</p> <ul style="list-style-type: none"> - Divide the class into groups of 3-4 students. The teacher gives each group a word card about the weather. - Place on the floor the number of sets of word cards corresponding to the number of divided groups. - Play a song and ask children to find word cards of the same type as the group's card and take it back to the group. - When the child has finished finding the word card, the teacher turns off the music and checks to see if the child has picked up the correct card. - Ask the child to choose the correct card and say the name (Example: Cloudy. It's cloudy). - Correct children's pronunciation if necessary.
5. Summary	2	Computer connected to the internet	Class	Sing goodbye	<ul style="list-style-type: none"> - The teacher holds up a picture of the situation, asks the children to look and say simple sentences (For example: It's windy). - The teacher plays the song Goodbye, waves goodbye, encourages children to sing along and wave goodbye.
6. Extension			Whole class/I	Observe and	<ul style="list-style-type: none"> - The teacher talks about a weather phenomenon and simulates it, for example using his hands to describe it as raining.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
activities		Card from	Individual	Implement	<ul style="list-style-type: none"> - The teacher says Let's do together. The teacher repeats the word and asks the children to simulate the movements with him. - The teacher shows one child a word card about the weather, without letting the other students know. Ask children to simulate the word card. Teachers can help children. - Ask other children to say out loud to guess the weather phenomenon. - Repeat the process with as many children as possible.

Audio scripts(Track 20):

Lesson 2. Match and say.

Cloudy. It's cloudy.

Sunny. It's sunny.

Rainy. It's rainy.

Windy. It's windy.

MY LITTLE FUN – BOOK 3

LESSON 4: WEATHER - ACTIVITY 3: LISTEN AND SING.

1. Objective:

At the end of the lesson, children can:

- Answer simple questions about the weather
- Sing along to a song about the weather

2. Target language:

- New structure: Is it ...?; Yes, it is. / No, it isn't.
- Review words and structures: sunny, cloudy, rainy, windy; It's ...; Do you like...?

3. Extension languages:

- Voice commands & classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; Roll the ball to...; Do you like this weather?; Let's listen; Listen and repeat.

4. Teaching tools and materials:

- Class Book page 31
- Audio track 21
- Word cards: sunny, cloudy, rainy, windy
- Toy: a soft ball
- Computer with internet connection and MyLittleFun application

Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up	5	- Computer connected to	Class	Say hello and play games	<p>* Goal: help children get ready for lessons; Review the weather vocabulary you have learned.</p> <ul style="list-style-type: none"> - The teacher greets the children and asks them to stand up. Play the song Hello and ask your child to sing along. - Game: Roll the ball

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		the internet - Softball - Card from			<ul style="list-style-type: none"> ● The teacher asks the children to sit in a circle with him. ● The teacher uses a small ball to transmit to a child in the class while singing Roll, roll the ball. Roll, roll the ball to (name of child to whom the ball is passed). The child will then catch the ball. ● Show the child a word card and ask him or her to read the name of the type of weather. ● Praise or correct your child's mistakes if necessary. ● Repeat the above process a few times.
2. Form knowledge	8	Class Book	Class/ Individual	Observe, listen, and speak	<p>* Objective: to help children understand the question 'Is it...?' and the answer 'Yes, it is. / No, it isn't.' when asking and answering about the weather.</p> <ul style="list-style-type: none"> - Project on the screen or hold up page 31 of the Class book for children to see. Elicit the characters and objects in the picture on the left (Linda, Nam, slide). - Ask children to look at the picture on the left and prompt them to say It's sunny. - Teacher asks Do you like this weather? and interact again based on the child's answers. Teacher says I like this weather.
				Observe, listen, repeat and speak	<ul style="list-style-type: none"> - Teacher points to the picture on the left and asks Is it sunny? and answer Yes, it is. (nodding at the same time). Ask the child to listen again and repeat the question and answer a few times, nodding. - Teacher points to the picture and asks Is it rainy? and answer No, it isn't. (while shaking his head). Ask the child to listen again and repeat the question and answer a few times, shaking his head.
					<ul style="list-style-type: none"> - Repeat the above process with the picture on the right.
3. Practice	4	- Class Book - Audio	Class	Look, listen	<p>* Objective: help children learn the song and repeat each sentence in the song.</p>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
				and repeat	<ul style="list-style-type: none"> - The teacher asks the children to look at the book, page 31. - The teacher says Let's listen. Turn on the audio and ask your child to listen to the entire song (once or twice). - The teacher says Listen and repeat. Turn the audio back on. Ask your child to listen and repeat each line of the song, and point to objects on the screen or in their book.
4. Application	6	Audio	Class	Listen and sing along	<p>* Goal: help children sing along to the song.</p> <ul style="list-style-type: none"> - Ask children to stand up and sing along with the song. Do this activity as a whole class, in groups or in pairs. - Encourage children to describe weather phenomena through actions while singing. - Change the speed (faster, slower) to make the activity more interesting.
5. Summary	2	<ul style="list-style-type: none"> - Computer connected to the internet - Class Book 	Class	Ask and answer Sing goodbye	<ul style="list-style-type: none"> - Ask the child to look at the book. Ask simple questions for children to answer (For example: Is it sunny?). - The teacher plays the song Goodbye, waves goodbye, encourages children to sing along and wave goodbye.
6. Extension activities		Card from	Class		<ul style="list-style-type: none"> - Ask children to sit in a circle. The teacher gives the child sitting on the right a flashcard and asks the child Is it rainy? Ask children to answer Yes, it is./ No, it isn't. - Ask the child to turn to the right and ask you the same question for you to answer. - Continue until the child finally holds the word card. Start another round with a new flashcard.

Audio scripts(Track 21):
Lesson 3. Listen and sing.
Is it sunny? Yes, it is.

Is it sunny? Yes, it is.

Is it rainy? No, it isn't.

Is it rainy? No, it isn't.

Is it cloudy? Yes, it is.

Is it cloudy? Yes, it is.

Is it windy? No, it isn't.

Is it windy? No, it isn't.

MY LITTLE FUN – BOOK 3

LESSON 4: WEATHER - ACTIVITY 4: LISTEN AND TICK.

1. Objective:

At the end of the lesson, children can identify the correct type of weather through listening.

2. Target language:

- Review words and structures: sunny, cloudy, rainy, windy; It's...

3. Extension languages:

- Voice commands & classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; Listen and tick.

4. Teaching tools and materials:

- Class Book page 32
- Audio tracks 22
- Word cards: sunny, cloudy, rainy, windy
- Computer with internet connection and MyLittleFun application

Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up	5	<ul style="list-style-type: none"> - Computer connected to the internet - Card from 	Class	Greet and sing	<p>* Goal: help children get ready for the lesson and review the vocabulary they have learned.</p> <ul style="list-style-type: none"> - The teacher greets the children and asks them to stand up. The teacher projects Learning Activity 3 (page 31) on the screen. - Play the song from Activity 3 (Track 21) and ask children to sing along. Encourage children to describe with actions while singing. - Game: Hidden weather – Bingo <ul style="list-style-type: none"> ● One by one, slowly reveal the weather cards in random order and say It's... ● Continue revealing the word cards until a child says Bingo. Ask the child to read the

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>name of the type of weather (Can answer with one word/phrase. sentence; For example: sunny; It's sunny.</p> <ul style="list-style-type: none"> • Correct children's pronunciation errors if necessary. • You can divide into teams to play this game.
2. Form knowledge	6	Class Book	Class	Observe, listen and repeat	<p>* Objective: help children recognize types of weather and say/repeat a few simple sentences with the structure 'It's...'; Help children get used to the 'Listen and tick' instructions.</p> <ul style="list-style-type: none"> - Project on screen / Hold up lesson book page (page 32). Suggest types of weather in pictures for children. - Say simple sentences about each picture (For example: It's sunny), and ask the child to repeat it a few times.
				Listen and mark	<ul style="list-style-type: none"> - The teacher points to the first group of pictures and says Listen and tick while simulating the 'listen and tick' instruction. Ask children to follow. - Say It's sunny and encourage the child to tick the correct picture. Then, as a sample, tick the blank box.
3. Practice	6	- Class Book - Audio	Individual/ Pair	Look at the pictures, listen and mark	<p>* Objective: to help children practice recognizing correct information in simple sentences through listening.</p> <ul style="list-style-type: none"> - The teacher asks the children to open the book to page 32. - Ask children to listen to the audio and the teacher stops after each sentence. Ask children to use a pencil to select and tick the blank boxes. Children do this activity themselves. - Ask children to compare answers in pairs. - The teacher plays back the audio sentence by sentence and corrects the lesson with the whole class. Praise children.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
4. Application	6	- Card from - Audio	Class	Listen, observe and do	* Objective: help children listen and repeat simple sentences used to describe the weather 'It's...' - The teacher divides the class into 4 groups and asks the groups to sit in front of the board/screen. Give each group a set of 4 flashcards. - Turn on the audio/ Read the sentences randomly. Ask children to read the name of the weather type and hold up the corresponding word card.
5. Summary	2		Class	Listen, repeat, sing goodbye	- The teacher holds up the lesson book page and asks the whole class to say simple sentences with him: It's... - The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.
6. Extension activities		- White paper - Crayon	Class	Listen, follow	- Ask children to stand in a semicircle. - The teacher says simple sentences describing the weather and does a descriptive action. - The teacher says the sentence again and asks the children to imitate what the teacher just did. Repeat this action several times. - The teacher talks about each type of weather and asks the children to do their own descriptive actions. Anyone who does wrong will be eliminated from the game and become a spectator. - The teacher can change the speaking speed to make the game more interesting.

Audio scripts(Track 22):

Lesson 4. Listen and tick.

One. It's sunny.

Two. It's cloudy.

Three. It's windy.

Four. It's rainy.

MY LITTLE FUN – BOOK 3

LESSON 4: WEATHER - ACTIVITY 5: DRAW AND COLOUR.

1. Objective:

At the end of the lesson, children can:

- Draw and color different types of clothes
- Count to 7
- Name the types of clothes and colors

2. Target language:

- Review words and structures: shorts, socks, hats, dress, colors; It's ...; They are...

3. Extension languages:

- Expanded structure: This is number 5.
- Voice commands & classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; Let's draw; Let's count.

4. Teaching tools and materials:

- Class Book page 33
- Magnetic cards: green, blue, red, yellow, pink, orange
- White paper
- Computer with internet connection and MyLittleFun application

Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Warm-up and Review	3	- Computer connected to the internet	Class	Greeting and singing, pointing	<p>* Goal: help children get ready for lessons; Review the color words you have learned.</p> <ul style="list-style-type: none"> - The teacher greets the children and asks them to stand up. The teacher plays the song Hello and asks the children to sing along. - Game: Slap the board! <ul style="list-style-type: none"> ● Ask children to line up in 2 rows.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		- Card from			<ul style="list-style-type: none"> ● Attach the word cards to the board in random order. ● The teacher says a word for a color and asks the children in the first two rows to tap the corresponding word card on the board. ● Repeat the above process with other color words.
2. Prepare	6	- Class Book - Pencil - Crayon	Class	Observe, listen and repeat.	<p>* Objective: help children recognize types of clothes and count.</p> <ul style="list-style-type: none"> - Project on screen / Hold up lesson book page (page 33). - Suggest numbers and types of clothes to children. - The teacher points to number 5 and says This is number 5 and asks the children to repeat it twice. The teacher points to the shorts, says They are shorts and asks the children to repeat twice. - Teacher says Let's count. Then count with the child One, two, three, four. - The teacher says Let's draw. The teacher draws a pair of shorts and colors it green. Then come again with the child: One, two, three, four, five. - The teacher pointed to the new shorts and said They are green. Ask the child to repeat twice. - Count socks and hats with your child.
3. Implementation	8	- Class Book - Crayon	Class	Draw, color	<p>* Objective: help children practice counting types of clothes, drawing and coloring missing items.</p> <ul style="list-style-type: none"> - Ask the child to open the book to page 33. - Ask children to pair up and count the number of clothes. - Then ask each child to draw and color the missing number in the book. - The teacher walks around the classroom assisting children if necessary.
4. Project	7	Class Book	Class	Share products	<p>* Objective: help children share drawings and describe them.</p>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
presentation				, count and talk	<ul style="list-style-type: none"> - The teacher divides the class into groups of 4 children. Ask children to share the colored drawing and say the name and color of the object: (It's) (a) hat. (It's) green. - The teacher supports/corrects children's pronunciation if necessary.
5. Summary	2	Class Book	Class	Sing goodbye	<ul style="list-style-type: none"> - Ask the child to look at the colored drawing and say it with him, for example: It's a sock. It's green. - The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.
6. Extension activities		<ul style="list-style-type: none"> - White paper - Crayon 	Class	Painting and drawing	<ul style="list-style-type: none"> - Ask children to sit in groups of 3 or 4. - The teacher gives each group a few pencils and crayons of different colors (red, yellow, blue, green, orange, pink) and white paper. - Ask each group to draw a picture of the weather. - Then, ask each group to stand in front of the class and share their group's product. Ask/Support children to say simple sentences about the picture. - Attach all groups' products to the board and ask children to vote for the most beautiful products.

MY LITTLE FUN – BOOK 3

LESSON 4: WEATHER - ACTIVITY 6: VALUES.

1. Objective:

At the end of the lesson, children can:

- Recognize hot and cold weather
- Match the types of clothes suitable for each type of weather

2. Target language:

- New words: cold, hot
- Review words and structures: windy, cloudy, sunny, rainy; It's...

3. Extension languages:

- Extended structure: This is...; These are...; Yes, it is; No, it isn't
- Voice commands & classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down;

4. Teaching tools and materials:

- Class Book page 34
- Word cards about clothes: shorts, socks, hat, shirt, dress, trousers
- Number cards: from 1 to 6
- Computer with internet connection and MyLittleFun application

Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Warm-up and Review	3	- Computer connected to the internet	Class	Greetings and warm-up games	* Goal: help children get ready for lessons; Review the words about clothes you have learned. <ul style="list-style-type: none"> - The teacher asks the children to stand in a circle with him. Give 6 magnetic clothing cards to any 6 children. - Play a child's favorite song, encourage the child to sing along and ask the child to pass the word card clockwise Ohng clock.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		-Card from			<ul style="list-style-type: none"> - Stop the music suddenly. Ask the children holding the word cards in their hands to hold them up for the whole class and take turns reading the names of the objects on the word cards. (For example: This is a shirt./ These are shorts.). - Repeat this process several times.
2. Form knowledge	7	Class Book	Class	Listen, repeat observations and follow.	<p>* Purpose: to help children recognize hot and cold weather.</p> <ul style="list-style-type: none"> - Project the first picture on page 34 on the screen/ Hold up the book on page 34 and point to the first picture. - Elicit the types of clothes the two children in the picture are wearing (hat, dress, shoes, trousers, shirt) and the type of weather (It's windy/cloudy.). - The teacher points back to the first picture and says It's cold twice. Say Cold, cold and do actions to show that it is cold. Say the word 'cold' again and ask children to listen, repeat and simulate the action several times. - Repeat the above process with the second picture and the word 'hot'.
3. Practice	6	<ul style="list-style-type: none"> - Class Book - Situational painting - Audio 	Class	<p>Look, point</p> <p>Listen, repeat and point</p>	<ul style="list-style-type: none"> - The teacher gives the book to the children and instructs them to open page 34. Project the picture of the situation on the screen or attach the picture to the board. - The teacher asks the children to point to the character Nam in the picture and call Nam's name. - Tell the children that they will be able to identify parts of the male face. <p>* Objective: help children match clothes suitable for hot or cold weather</p> <ul style="list-style-type: none"> - The teacher holds up the book on page 34. - Use a pencil to connect the sombrero to the first picture and ask the child Yes or No? and interact according to children's answers. Then say No, it isn't and erase the seam.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> - Match the sombrero with the second picture and ask the child Yes or No? and interact according to children's answers. Then say Yes, it is and give a thumbs up. - Ask children to open the book to page 34 and do the matching activity in pairs. - Correct the lesson with the whole class.
4. Application	6		Class	Listen, point and talk	<p>* Objective: help children describe hot and cold weather using the structure 'It's ...'.</p> <ul style="list-style-type: none"> - Ask children to work in groups of 3 - 4 people and describe the weather in each picture (It's cloudy/ hot/ cold). - The teacher walks around the classroom to help children. - The teacher calls a few children to describe the picture in front of the whole class. - The teacher praises children and corrects errors if necessary.
5. Summary	3	Class Book	Class	Listen, talk, sing goodbye	<ul style="list-style-type: none"> - The teacher holds up the lesson page book and asks the children to say a few simple sentences with him (It's cloudy/ hot/ cold). - The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.
6. Extension activities		<ul style="list-style-type: none"> - Situational painting - Class Book 	Class	Watch, listen and point	<ul style="list-style-type: none"> - The teacher asks the children to sit in 2 teams on both sides of the board. - Name the two teams 'Hot' and 'Cold'. Write the names of the two teams on the board. - Place the clothing flashcards in random order in the middle of the classroom. - Play your child's favorite music and ask them to find word cards that match the team's name (Hot and Cold) and stick them on the board. - When there are no more flashcards on the classroom floor, the teacher asks the children to sit in front of the board in teams and check whether they have attached them correctly or not.