



	can. Her mother is holding an apple. The seller is wearing a hat. Unit 3 At the street market	
Procedure	- Open books open or access <i>hoclieu</i> . Have pupils look at the picture, saying <i>Look at the picture, please!</i> and answer some questions such as <i>Who are they? Where are they? And What are they doing?</i> Draw pupils' attention to the words next to the things and the colour of the letter <i>A/a</i> (as mentioned in <i>Input</i> in Teacher's guide). Check comprehension.	Whole class
	- Ask pupils to point to the letter <i>A/a</i> . Have them listen and repeat the sound of the letter <i>A/a</i> , saying <i>Listen and repeat, please!</i> more than once, if necessary.	Individual work
	- Tell pupils to point to the hat and the word <i>hat</i> , saying <i>Point to the hat and the word "hat"</i> . Ask them to listen and repeat the word, saying <i>Listen and repeat, please!</i> Then play the recording again, if necessary, for pupils to do choral and individual repetition.	Individual work
	- Repeat the same procedure with the words <i>apple, bag</i> and <i>can</i> . Correct pronunciation, if necessary.	Whole class
	- Play the recording again and have them listen, point to the letter <i>A/a</i> and the words <i>apple, bag, can, hat</i> and repeat in groups until they feel confident. Give further support to those pupils who find it difficult to do the task.	Group work
	- Call a few pupils to pronounce the sound of the letter <i>A/a</i> and say the words <i>apple, bag, can, hat</i> in front of the class (you may say <i>Great!</i> when they perform well).	Whole class
Outcome	Pupils can listen and pronounce the sound of the letter <i>A/a</i> in isolation and in the words <i>apple, bag, can, hat</i> correctly.	
<b>2. Point and say.</b> 10 minutes - Whole class – <b>Individual work</b> – group work - pair work		
Objective	Pupils will be able to point to the letter <i>A/a</i> , the things ( <i>apple, bag, can, hat</i> ) in the picture and say the sound of the letter <i>A/a</i> and the words <i>apple, bag, can, hat</i> .	
Input	The same picture as mentioned in Activity 1.	
Procedure	- Have pupils look at the picture again, saying <i>Look at the picture, please!</i> Ask them to describe the picture. Draw their attention to the letter <i>A/a</i> and the things, if necessary.	Whole class
	- Get them to point to the letter <i>A/a</i> and say it,	Individual

	<p>saying <i>Point to the letter A/a and say, please!</i></p> <p>Ask pupils to point to the apple and say the word <i>apple</i> as a model, saying <i>Point and say, please!</i></p> <p>Then ask one pupil to point to the apple and to say the word <i>apple</i> in front of the class.</p> <ul style="list-style-type: none"> <li>- Follow the same procedure with other things. Go around and correct pronunciation, if necessary.</li> <li>- Ask pupils to work in pairs or in groups to look at the picture, point to the letter <i>A/a</i>, the things and say the sound of the letter <i>A/a</i> and the words.</li> <li>- Invite a few pupils to point to the picture and say the sound of the letter and the words in front of the class. If they performed well, praise them, saying <i>Well done!</i> or <i>Very good!</i></li> </ul>	<p>work</p> <p>Individual work</p> <p>Pair or group work</p> <p>Whole class</p>
Outcome	Pupils can point to the letter A/a, the things and say the sound of the letter A/a and the words apple, bag, can, hat correctly.	
<b>Hot seat</b>	7 minutes - Whole class – Individual work – <b>group work</b> - pair work.	
Objective	Pupils will be able to play game hot seat	
Input	The same picture as mentioned in Activity 1. The chair.	
Procedure	<ul style="list-style-type: none"> <li>- Tell pupils that they are going to play the game <i>Hot seat</i>. Explain how the game is played (as mentioned in the steps below). Check comprehension.</li> <li>- Divide the class into teams of four pupils. Call one pupil from each team to sit on the “hot seat”, facing the classroom with the board behind.</li> <li>- Write a word on the board, e.g. <i>bag</i>. Ask one of the team members to describe it to help the pupil in the “hot seat” guess the word.</li> <li>- Continue until each team member has described a word to the pupil in the “hot seat”. Give one star for each right word. The team gets more stars will win.</li> </ul> <p>With a better class, after the pupils become experts at the game, you can increase the difficulty. Write the words that pupils have learnt in the previous units such as ball, cake, cup, ....</p>	<p>Whole class</p> <p>Group work</p> <p>Group work</p> <p>Group work</p>
Outcome	Pupils can play game	
<b>Consolidation.</b>	3minutes - Whole class – <b>Individual work</b> – group work - pair work.	
	Pupils practise pronouncing the sound of the letter <i>A/a</i> and saying the words <i>bag, can, hat, apple</i> (using Student’s books or <i>hoclieu</i> ).	Whole class

## Unit 3: At the street market

### Lesson 2 – Task 3, 4, 5

#### Period 10

#### I. OBJECTIVE

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

##### 1. Knowledge

- Say the sound of the letter A/a and the words apple, bag, hat, cat in a chant.

Recognize the words in different situations when listening. Trace the letter A/a.

- **Language focus:** + Letter: Aa

+ Word: apple, bag, can, hat

##### 2. Skills

- Listening, reading, writing and speaking.

##### 3. Attitude/ Quality

- Students be more friendly and confident in communicate with their friends and other people.

##### 4. Forming competence

+ Communication, ability to use language (work in groups, in pairs, individual)

+ Ability to solve problems ( play the games)

+ Cooperation : (work in groups, in pairs)

#### II. TEACHING AIDS

- Website *hoclieu*; Computer, projector...

- Flashcards/pictures and posters (Unit 3)

#### III. METHODS

- Communicative approach, games activities, teaching methods by visual, teaching methods by practicing, discussion group, technical present

#### IV. PROCEDURE

Content	Teacher's activities	Students' activities
<b>Warm up : 5' Whole class</b> – Individual work - group work - pair work.		
- Greet the class and introduce yourself, saying: <i>Hi. I'm + name</i> . Encourage pupils to greet and introduce their names, e.g. <i>Hi, I'm Hoa</i> . - Invite a few pupils to point to the picture/poster and pronounce the sound of the letter A/a and say the words <i>bag, can, hat, apple</i> .		Whole class
<b>3. Listen and chant.</b> 10 minutes - <b>Whole class</b> – Individual work <b>group work</b> - pair work.		
Objective	Pupils will be able to say the sound of the letter A/a and the words apple, bag, cat, hat in a chant.	
Input	There are two verses in the chant. The letter A/a, the words apple and bag and the structure "There's a ____." are introduced in the first verse. The letter A/a, the words cat and hat are in the second one. The letter A/a is in red.	
Procedure	- Open books or access <i>hoclieu</i> . Have pupils look at	Whole class

	<p>the chant. Say <i>Look at the chant, please!</i> Draw pupils' attention to the first verse and explain its meaning. Ask them to pay attention to the letter <i>A/a</i> and the words <i>apple, bag</i> and the sentence <i>There's an apple in the bag</i>. Check comprehension.</p> <ul style="list-style-type: none"> <li>- Play the recording for pupils to listen and to get familiarized with the tune, saying <i>Listen to the verse, please!</i> Then play the recording again, ask pupils to listen and repeat, line by line, saying <i>Listen again and repeat, please!</i> After that, play the recording for them to listen and repeat until they feel confident. Give further support to those pupils who find it difficult to do the task.</li> <li>- Follow the same procedure with the verse. Show pupils how to chant and clap their hands. Correct pronunciation, if necessary.</li> <li>- Play the recording all the way through. Ask pupils to listen and repeat the chant individually and in chorus, saying <i>Listen and chant, please!</i></li> <li>- Put the class into two groups to practise chanting and clapping. Each of the groups should sing one verse of the chant.</li> </ul>	<p>Individually</p> <p>Whole class and individual work</p> <p>Group work</p> <p>Whole class</p>
Outcome	Pupils can listen, recognize the words and tick the correct boxes: 1. a 2. b.	
<b>4. Listen and tick.</b> 7 minutes - Whole class – <b>Individual work</b> – group work - pair work		
Objective	Pupils will be able to trace the letter <i>A/a</i> (upper case and lower case).	
Input	The upper case and lower case of the letter <i>A/a</i> .	
Procedure	<ul style="list-style-type: none"> <li>- Have pupils point to the pictures of Question 1 and say what they can see, saying <i>Can you a can and an apple?</i> Draw pupils' attention to the boxes next to the letters <i>a</i> and <i>b</i>. Check comprehension.</li> <li>- Invite some pupils to point to the pictures and say the words in front of the class, saying <i>Point to the pictures and say, please!</i> E.g. 1a: <i>a can</i>, 1b: <i>an apple</i>.</li> <li>- Play the recording of the first phrase for pupils to listen. Ask pupils to say what they have heard and ticked. Say <i>What did you hear? Did you hear "a can" or "an apple"?</i> <i>Yes, it said "a can". So tick the box a.</i></li> <li>- Follow the same procedure with Question 2. Give further support to those pupils who find it difficult</li> </ul>	<p>Whole class</p> <p>Whole class</p> <p>Individual work</p> <p>Individual</p>

	to do the task. - Call a few pupils to the front of the class to point to the pictures and say what they have heard. E.g. 1. <i>a can</i> , 2. <i>a hat</i> .	work Whole class
Outcome	They can listen, recognize the words and tick the correct boxes: 1. a 2. b.	
<b>5. Look and trace . 10 minutes - Whole class – Individual work – group work - pair work.</b>		
Objective	Pupils will be able to trace the letter C/c (upper case and lower case).	
Input	The upper case and lower case of the letter c.	
Procedure	<ul style="list-style-type: none"> <li>- Access <i>hoclieu</i>. Have pupils look at the letter A (upper case) and the letter a (lower case). Say <i>What can you see?</i> Point to the upper case A and say <i>This is the upper case A</i>. Then point to the lower case a and say <i>and this is the lower case a</i>. Ask some pupils to make sure if they recognize the two forms of the letter. Then have pupils look at <i>hoclieu</i> and identify how the letter a (upper case and lower case) is traced.</li> <li>- Ask pupils to trace the letter A/a, saying <i>Now trace the letter A/a with your pencils</i>. You can demonstrate by air tracing or tracing the broken lines of the letter A/a on the board. Then let pupils do the tracing. Give further support to those pupils who find it difficult to do the task.</li> <li>- Ask pupils to work in pairs and swap their answers, saying <i>Now work in pairs and check each other's answer</i>. Give pupils time to work. Go around and offer help, if necessary. Have some pupils show what they have done. Praise them if they have done well, saying <i>Well done!</i></li> <li>- If time allows or with better classes, make a broken line on the board and invite some pupils to write the letter A/a.</li> </ul>	<p>Whole class</p> <p>Individual work</p> <p>Pair work</p> <p>Whole class</p>
Outcome	Pupils can trace the letter A/a correctly and neatly.	
<b>Consolidation 3 minutes - Whole class – Individual work – group work - pair work.</b>		
	- Read the word and sentence	Whole class