

## MY LITTLE FUN – BOOK 1

### LESSON 1: MY FAMILY - ACTIVITY 1: LET'S LISTEN.

#### *1. Objectives:*

At the end of the lesson, your child can:

- Recognize the names of family members: father, mother, brother, brother, sister
- Recall the names of family members

#### *2. Target language:*

- New words: mum, dad, brother, sister
- Review words: Linda, Male, Bob, Bessy (names of characters in the book)

#### *3. Extended Languages:*

- Vocabulary: listen, again
- Voice commands & classroom language: Hello/Hi; Goodbye; Great; Good job; Let's listen; Listen again.

#### *4. Materials and materials:*

- Class Book p. 6;
- Audio track 4
- Puppetry, Unit 1 situation painting
- Magnetic cards about family members
- Internet-connected calculator and MyLittleFun app for teachers

#### Process:

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher Activities (GV)
1. Warm-up and Review	4	Computer connected to the internet;	Whole class	Greet and sing a song together	* Objective: get children ready for lessons; Review the 4 main characters.

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher Activities (GV)
		Puppets			<ul style="list-style-type: none"> <li>- The teacher greeted the children, played <i>the familiar song Hello</i> and had the whole class stand up, singing and clapping along to the song.</li> </ul>
				Look and say the characters' names	<ul style="list-style-type: none"> <li>- Teachers let children review the 4 main characters they got acquainted with in the previous lesson: Raise the puppets of the characters and let them mention the names of each character.</li> <li>- The teacher invites the child to sit down, settle into a seat.</li> </ul>
2. Formation of new knowledge	1	Class Book; Audio/ MyLittleFun app; Magnetic card	Whole class	Familiarize yourself with the topic	<ul style="list-style-type: none"> <li>* Objective: introduce male family members</li> <li>- Topic Introduction: Teacher Topic Introduction: Family Members</li> </ul>
	6			See, listen and repeat vocabulary	<ul style="list-style-type: none"> <li>- Tag words on the board in order: mother, father, brother, brother, sister</li> <li>- Teachers let children listen first (use body language to guide children to listen)</li> <li>- The teacher points to each word card in turn and pronounces the corresponding word, then repeats it again.</li> <li>- The teacher says <i>Let's listen</i>, then turns on the audio and points to each corresponding word card.</li> <li>- The teacher says <i>Listen again</i>, turns on the audio,</li> </ul>

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher Activities (GV)
					stops after each word and has the child repeat it in unison, then call a few children to repeat it.
3. Practice	6	Class Book; Audio/ MyLittleFun App	Whole class	Listen, point and repeat words	<ul style="list-style-type: none"> <li>* Goal: help children practice recognizing and repeating words only family members</li> <li>- The teacher instructs the child to open the Class Book page 6. The teacher leads and tells the child that the child will be introduced to the male family members.</li> <li>- The teacher asks the child to point to Nam in the photo of Nam's family.</li> <li>- The teacher turns on the audio, stops after each word and asks the child to point to each member of the male family.</li> <li>- The teacher allows the child to listen again, repeating each word and pointing to the correct member.</li> </ul>
4. Application	5	Magnetic card	Whole class	Look and speak	<ul style="list-style-type: none"> <li>* Goal: to help children get to know family members</li> <li>- The teacher has the child sit in a circle, then place 4 magnetic cards on the table.</li> <li>- The teacher held up each magnetic card and asked the child to say the name of the respective family member. Then have the class repeat the word.</li> </ul>

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher Activities (GV)
5. Summary	3	Computer connected to the internet	Whole class	Wrapping Up and Goodbye	<ul style="list-style-type: none"> <li>The teacher asks the child to relist the male family members</li> <li>Teachers play the song "Goodbye" and encourage children to wave goodbye</li> </ul>
6. Expansion activities		Magnetic card	Whole Class/Group	Look at the magnetic card and say	<ul style="list-style-type: none"> <li>Teachers have children stand in two rows.</li> <li>The teacher in turn held up cards from members of Nam's family. The child at the top of the two rows will say the corresponding word, then move down to the end of the row.</li> <li>Teachers reward children with stars for each correct answer.</li> </ul>

**Audio script (Track 4)**

*Lesson 1. Let's listen.*

*Mum.*

*Dad.*

*Brother.*

*Sister.*

**MY LITTLE FUN – BOOK 1**  
**LESSON 1: MY FAMILY - ACTIVITY 2: LET'S SAY.**

***1. Objectives:***

At the end of the lesson, your child can:

- Name family members

***2. Target language:***

- Review words: male, mum, dad, brother, sister

***3. Extended Languages:***

- Vocabulary: look, point, listen, say
- Structure/Phrase: Who is this? - (Male).
- Voice commands & classroom language: Hello/Hi; Goodbye; Great; Good job; Look. Point to...; Listen and point; Let's get drunk.

***4. Materials and materials:***

- Class Book p. 7;
- Cards from family members
- Audio track 5
- Internet-connected calculator and MyLittleFun app for teachers

***Process:***

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
1. Warm-up and Review	2	Computer connected to the internet	Whole class	Greet and sing a song together	<p>* Objective: get children ready for lessons; Check to see if the child is aware of family members.</p> <p>- Teachers greet children, open a video of a familiar song for children to sing along and move along to the music</p>

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
2. Formation of new knowledge	3	Cards from family members	2 groups (4 children per group)	Play Slap the board game	<ul style="list-style-type: none"> <li>- The teacher called 8 children, standing in 2 rows.</li> <li>- Tag words on the board in random order.</li> <li>- The teacher said a word (corresponding to 1 word card on the board) and asked the two children at the top of the line to run up to the board and hit their hands on the corresponding magnetic card.</li> <li>- Repeat the process with other magnetic cards.</li> </ul>
	2	Class Book; Magnetic cards; Audio	Whole class/ Individual	See, hear, repeat	<ul style="list-style-type: none"> <li>* Goal: help children recognize and repeat words for family members</li> <li>- The teacher held up a magnetic card pointing to his mother. Say <i>Mum</i> and ask the child to repeat it. Do the same with the words: dad, brother, sister.</li> </ul>
	3			Seeing, hearing, and pointing	<ul style="list-style-type: none"> <li>- The teacher gives the book to the child, instructing the child to open the book on page 7.</li> <li>- GV says <i>Look. Point to mum</i>. Teachers have children point to characters in pictures as instructed.</li> <li>- GV says <i>Listen and point</i>. The teacher turns on the audio and has the child point to the corresponding characters.</li> </ul>
	2			Listen, point and repeat,	<ul style="list-style-type: none"> <li>- GV said <i>Let's get drunk</i>. GV turns on the audio and stops after every word. The teacher has the child point to the correct member and say the word that refers to that member aloud.</li> </ul>

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
3. Practice	3	Class Book; MyLittleFun App Audio	Whole class/ Individual	Look at pictures, observe and listen to sentence patterns.	<ul style="list-style-type: none"> <li>* Goal: to help children practice recognizing and speaking words only to family members.</li> <li>- Teachers show children pictures on page 7 of the book.</li> <li>- Teachers ask children about the characters that appear in the pictures.</li> <li>- GV points to Nam and asks <i>Who is this?</i> Then the answer is <i>Male</i>.</li> <li>- GV does the same with the characters mum, dad, brother, sister.</li> </ul>
	2		Whole class/ Individual	Listen, point and repeat	<ul style="list-style-type: none"> <li>- GV said <i>Let's get drunk</i>. Then, turn on the audio, pausing after each word. The teacher has the child point to the correct member and repeat the word just heard.</li> </ul>
	3		In pairs	Speaking and pointing fingers	<ul style="list-style-type: none"> <li>- Teachers let children work in pairs. One child says words and the other points to members of the picture in the book.</li> </ul>
5. Application	3	Magnetic card	Individual/ Whole class	Look and speak	<ul style="list-style-type: none"> <li>* Goal: help children recognize and speak words for family members</li> <li>- The teacher in turn held up magnetic cards pointing to family members.</li> <li>- The teacher in turn called some children to stand up and said the correct word corresponding to the word card.</li> <li>- The teacher had the class repeat the word.</li> </ul>

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
6. Summary	2	Computer connected to the internet	Whole class	Sing Goodbye	<ul style="list-style-type: none"> <li>The teacher opens the video of the song goodbye and encourages the child to wave goodbye.</li> </ul>
Expansion operations		Magnetic card	Whole class	Look at the magnetic card and say	<ul style="list-style-type: none"> <li>Attach family members-only tags to the board.</li> <li>Randomly select 1 magnetic card and ask the class to say the word corresponding to that magnetic card.</li> <li>Do the same with other magnetic cards and repeat a few times.</li> </ul>

**Audio script (Track 5)**

*Lesson 2. Let's get drunk.*

*Mum. Mum.*

*Dad. Dad.*

*Brother. Brother.*

*Sister. Sister.*

**MY LITTLE FUN – BOOK 1**  
**LESSON 1: MY FAMILY - ACTIVITY 3: LET'S CHANT.**

***1. Objectives:***

At the end of the lesson, your child can:

- Reiterate simple sentences: This is (my mum).
- Read rhymes in the right words, in the right rhythm

***2. Target language:***

- Review words: mum, dad, brother, sister
- New structure: This is (my mum).

***3. Extended Languages:***

- Voice commands & classroom language: Hello/Hi; Goodbye; Great; Good job;
- Let's listen; Let's chant.

***4. Materials and materials:***

- Class Book p. 8;
- Audio track 6;
- Puppetry;
- Magnetic cards for family members only

**Process:**

Sections	Time(minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
1. Warm-up and Review	2	Computer connected to the internet	Whole class	Greeting and singing a song	<p>* Objective: get children ready for lessons; Review words for family members only.</p> <ul style="list-style-type: none"><li>- Teachers enter the classroom, greet children and open the video of the <i>familiar</i> song Hello.</li><li>- The teacher asked the class to get up and</li></ul>

Sections	Time(minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
	3	Magnetic cards for family members only	2 groups (4 children per group)	Play Slap the board game	<p>move/sing along to the song.</p> <ul style="list-style-type: none"> <li>- The teacher called 8 children to participate, standing in two vertical rows.</li> <li>- GV attaches tags from only family members to the board in random order.</li> <li>- The teacher said a word, corresponding to one of the magnetic cards on the board, and asked the two children at the top of the two rows to run up to the board, banging their hands on the corresponding magnetic card.</li> <li>- Repeat with other magnetic tags.</li> </ul>
3. Knowledge formation	4	Magnetic cards for family members only	Whole class	See, hear, and repeat	<p>* Goal: to help children understand the structure 'This is (my mum)'.</p> <ul style="list-style-type: none"> <li>- GV held up a card from Nam's mother's picture. Point to the card and say <i>My mum. This is my mum.</i></li> <li>- The teacher had the class repeat twice.</li> <li>- Do the same with the rest of the magnetic cards.</li> </ul>
4. Practice	8	Audio/ MyLittleFun App	Whole class	Listen and repeat each sentence	* Objective: help children learn rhymes about family members and repeat them according to the words of the rhyme

Sections	Time(minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
				of the rhyme	<ul style="list-style-type: none"> <li>- The teacher says <i>Let's listen</i> and gives the child a turn to listen to the whole rhyme.</li> <li>- The teacher said <i>Let's chant along</i> and turned the audio back on. The teacher has the child listen to and repeat each sentence of the rhyme 2 to 3 times and points to the corresponding family member in the book.</li> </ul>
5. Application	6	Audio/ MyLittleFun App	Whole Class/Group	Read the whole rhyme	<ul style="list-style-type: none"> <li>* Goal: help children read rhymes in rhythm</li> <li>- The teacher plays the rhyme from beginning to end and has the students read the whole lesson 3 times (with music and without music)</li> <li>- Teachers divided the children into groups, had the groups take turns reading the rhyme and see which group read it aloud.</li> </ul>
6. Summary	2	Computer connected to the internet	Whole class	Sing goodbye	<ul style="list-style-type: none"> <li>- The teacher opens the video of the song <i>goodbye</i> and encourages the child to wave goodbye.</li> </ul>
Expansion operations					<ul style="list-style-type: none"> <li>- Teachers read <i>This is my mum and have children say</i> <i>My mum, my mum, my mum.</i></li> </ul>

Sections	Time(minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
					- Do the same with the words dad, brother, sister.

### Audio script (Track 6)

#### Lesson 3. Let's chant.

*This is my mum. My mum, my mum, my mum.*

*This is my dad. My dad, my dad, my dad.*

*This is my brother. My brother, my brother, my brother.*

*This is my sister. My sister, my sister, my sister.*

# MY LITTLE FUN – BOOK 1

## LESSON 1: MY FAMILY - ACTIVITY 4: MATCH!

### *1. Objectives:*

At the end of the lesson, your child can:

- Get to know family members through listening.
- Join the corresponding shapes together

### *2. Target content:*

- Review words: mum, dad, brother, sister
- Review structure: This is (my mum).

### *3. Extended Languages:*

- Voice commands & classroom language: Hello/Hi; Goodbye; Great; Good job; Look; Match.

### *4. Materials and materials:*

- Class Book page 9
- Audio track 7
- Puppets (Male); Situation painting of Unit 1
- Magnetic cards for family members only
- Computer connected to the internet and MyLittleFun app
- Pencil, crayons

### Process:

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
1. Warm-up & Review	2	Computer connected to the internet	Whole class	Greeting and singing a song	<p>* Objective: Get children ready for lessons; Help children review words for family members.</p> <p>- Teachers enter the classroom, greet children and open the video of the familiar song Hello.</p>

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
	3	Magnetic cards for family members only	Individual	Choose a magnetic card, say the right word	<ul style="list-style-type: none"> <li>The teacher asked the class to get up and move/sing along to the song.</li> <li>GV attaches tags from family members to the board.</li> <li>The teacher calls 1 child on the board to choose a magnetic card.</li> <li>The teacher asked the whole class to say the word corresponding to the selected magnetic card in unison.</li> <li>Do the same with other tags.</li> </ul>
2. Knowledge formation	6	<ul style="list-style-type: none"> <li>- Situation painting</li> <li>- Southern Puppets</li> <li>- Magnetic cards for family members only</li> </ul>	Whole class	Listen, observe how to perform the "Match" activity	<ul style="list-style-type: none"> <li>* Goal: to help children recognize similar family members.</li> <li>GV attached Unit 1's situation picture and male character puppets to the board.</li> <li>GV points to Nam in the situation picture and says <i>Look. This is Male.</i></li> <li>GV pointed to the male character puppet and said <i>Look. This is Male.</i></li> <li>Use chalk/pen to draw a link from the male puppet to the male figure in the situation picture.</li> <li>Using magnetic cards for male family members only, follow the same steps mentioned above.</li> </ul>
3. Practice	7	<ul style="list-style-type: none"> <li>- Class Book</li> <li>- Audio/</li> </ul>	Whole class	Observe, hear, and join	* Goal: to help children practice recognizing family

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
		MyLittleFun App		pictures with your fingers	<p>members through listening and matching the same family members</p> <ul style="list-style-type: none"> <li>- The teacher gives the Class Book to the child, instructing the child to open page 9. The teacher asked the child to say words referring to the family members in the picture: male, dad, mum, brother, sister.</li> <li>- The teacher explains to the child that he will help connect the faces of the male family members in the circles with the corresponding people in the main picture.</li> <li>- GV points to the character of Nam's father in the picture and says <i>My dad</i>. Next, point to Dad Nam in the circle in the right column and say <i>My dad</i>. GV uses his finger as a pattern to connect the two figures above.</li> <li>- Teachers ask students to imitate the act of joining.</li> <li>- Do the same with other characters in the picture.</li> <li>- GV says <i>Match!</i> Then, turn on the audio for your child and ask them to connect the corresponding characters with their fingers.</li> </ul>
4. Application	4	- Pencil/Wax Pen	Whole class	Join pictures with a pencil	* Goal: to help children recognize similar and connected family members.

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
					<ul style="list-style-type: none"> <li>- Teachers let students connect pictures with pencils/wax pens.</li> <li>- The teacher asks the child to share the picture he hooked up with you.</li> </ul>
5. Summary	3	<ul style="list-style-type: none"> <li>- Computer</li> <li>- Class Book/ MyLittleFun App</li> </ul>	Whole class	<ul style="list-style-type: none"> <li>- Review learned vocabulary</li> <li>- Sing and Say Goodbye</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher holds up the picture on page 9 (using a book or app) on the board, points to the male family members and asks the child to say the corresponding word.</li> <li>- The teacher played the video of <i>the song Goodbye</i>, encouraging the children to sing along and wave goodbye.</li> </ul>
Expansion operations		<ul style="list-style-type: none"> <li>- Situation painting</li> <li>- Death card</li> </ul>	Individual/ Whole class	Corresponding collage	<ul style="list-style-type: none"> <li>- GV attached Unit 1's situation picture to the board. Place cards from male family members on the table.</li> <li>- Call the child up in turn, choose 1 word card, paste it next to the corresponding character in the situation picture and say the word for that character.</li> </ul>

#### Audio script (Track 7)

##### Lesson 4. Match!

*American mum.*

*My dad.*

*My brother.*

*American sister.*

# MY LITTLE FUN – BOOK 1

## LESSON 1: MY FAMILY - ACTIVITY 5: COLOUR!

### 1. Objectives:

At the end of the lesson, your child can:

- Be able to call the names of family members.
- Color paintings according to the teacher's instructions

### 2. Target content:

- Review words/phrases: mum, dad, brother, sister, my (mum)
- Review structure: This is (my mum).

### 3. Extended Languages:

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

### 4. Materials and materials:

- Class Book page 10
- Audio Unit 1
- Puppets (Male); Situation painting of Unit 1
- Magnetic cards for family members only
- Computer connected to the internet and MyLittleFun app
- Pencil, crayons

### Process:

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
1. Warm-up & Review	4	Computer connected to the internet	Whole class	Greeting and singing a song	<p>* Objective: get children ready for lessons; Review words for family members.</p> <p>- Teachers enter the classroom, greet children and open the video of the familiar song Hello.</p>

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
					<ul style="list-style-type: none"> <li>- The teacher asked the class to stand up, clap and move/sing along to the song.</li> </ul>
		Magnetic card	Individual	Choose a magnetic card, say the right word	<ul style="list-style-type: none"> <li>- The teacher attached the male character puppet to the board and spoke out loud <i>to Nam</i>.</li> <li>- The teacher asked the class to repeat in unison: <i>Male</i>.</li> <li>- Do the same with magnetic cards that refer to family members (mum, dad, brother, sister). Quickly move the magnetic card and let the child repeat one more round.</li> </ul>
2. Knowledge formation	6	Southern Puppetry; MyLittleFun app; Magnetic card	Whole class	Listen, observe and imitate	<p>* Goal: to help children get to know family members.</p> <ul style="list-style-type: none"> <li>- Teachers hold up page 10 Class Book or project pictures of page 10 on the screen for children to see.</li> <li>- GV pointed to Nam in and asked <i>"Who's this?"</i> The teacher leads the child to answer <i>Nam</i>.</li> <li>- The teacher points to each character in the picture and leads the child to answer: <i>Mum/ Dad/ Brother/ Sister</i>.</li> <li>- The teacher explained to the children that the pictures of Nam's mother and brother in the painting were black and white.</li> <li>- GV says: <i>Let's colour</i>. The teacher took a wax pen and colored Nam's brother to model for the children.</li> </ul>

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
					<p>Teachers let children imitate the above action.</p> <ul style="list-style-type: none"> <li>- Do the same with the male mother picture.</li> </ul>
<b>3. Practice</b>	8	Class Book; Crayons	Whole class	Observe, listen, and color	<ul style="list-style-type: none"> <li>* Goal: to help children practice recognizing and coloring family members.</li> <li>- The teacher gives the book to the child, instructing the child to open page 10.</li> <li>- The teacher said <i>Let's colour</i> and asked the child to use a wax pen to color the black and white pictures of the family members in the picture.</li> <li>- Teachers walk around the classroom, observing children and providing assistance if needed. Wait until the class has finished coloring the picture before moving on to the next activity.</li> </ul>
<b>4. Application</b>	4	Crayons	Whole class	Share and talk about your child's family members	<ul style="list-style-type: none"> <li>* Goal: children share their coloring products and say the names of family members.</li> <li>- Teachers let children share their pictures with their peers.</li> <li>- Teachers ask children to point fingers at characters in pictures and say aloud words referring to family members.</li> </ul>
<b>5. Summary</b>	3	Computer Class Book/ MyLittleFun App	Whole class	Vocabulary review	<ul style="list-style-type: none"> <li>- The teacher holds up the picture on page 10 (using a book or app) on the board, points to male family members, and asks the child</li> </ul>

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
				- Sing and Say Goodbye	<p>to say the corresponding word.</p> <p>- The teacher played the video of <i>the song Goodbye</i>, encouraging the children to sing along and wave goodbye.</p>
Expansion operations		White paper Crayons, crayons	Individual/ Whole class	Drawing and coloring paintings	- Teachers let children draw pictures of their families, color them and share them with classmates.

**MY LITTLE FUN – BOOK 1**  
**LESSON 1: MY FAMILY - ACTIVITY 6: VALUES**

***1. Objectives:***

At the end of the lesson, your child can:

- Learn how to behave properly: know how to greet others

***2. Target content:***

- Review words: mum, dad,
- Review structure: Hello, (mum).

***3. Extended Languages:***

- Extended words: greet, greeting
- Voice commands & classroom language: Hello/Hi; Goodbye; Stand up; Sit down; Great; Good job.

***4. Materials and materials:***

- Class Book page 11
- Audio Unit 1
- Puppeteers (Male, Linda)
- Magnetic cards for family members only
- Computer connected to the internet and MyLittleFun app
- Pencil, crayons

**Process:**

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
1. Warm-up & Review	3	Computer connected to the internet	Whole class	Greeting, advocacy, and singing	* Objective: get children ready for lessons; Review the word 'hello'.

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
				along to the song	<ul style="list-style-type: none"> <li>- The teacher enters the classroom, greets the child and has the child stand up.</li> <li>- Play the song <i>Hello</i>, let the child walk around the class, while waving to their friends.</li> <li>- Encourage your child to sing along to the song.</li> </ul>
2. Knowledge formation	7	Puppetry; Magnetic cards; MyLittleFun App	Whole class	Listen, observe, and role-play	<ul style="list-style-type: none"> <li>* Goal: to help children know how to greet others.</li> <li>- GV holds two puppet pieces of characters Nam and Linda in both hands.</li> <li>- GV plays the dialogue of two characters Nam and Linda: <ul style="list-style-type: none"> <li><i>Linda (playing)</i></li> <li><i>Male: Hello, Linda</i></li> <li><i>Linda: (say nothing)</i></li> <li><i>Male: Hello, Linda</i></li> <li><i>Linda: (continue playing)</i></li> <li><i>Male: (sad and walking)</i></li> </ul> </li> <li>- GV drew a sad face on the board and said: <i>Please say hello to Nam.</i></li> <li>- GV plays the role for the second time <ul style="list-style-type: none"> <li><i>Linda (playing)</i></li> <li><i>Male: Hello, Linda</i></li> <li><i>Linda (looked up): Hello, Male</i></li> <li><i>Male: (very happy)</i></li> </ul> </li> <li>- GV draws a happy face on the board and erases the sad face. Then share with them: <i>It's important to greet other people.</i></li> <li>- Teachers let children role-play in pairs. Encourage children to greet each other.</li> </ul>

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
3. Practice	7	- Class Book - MyLittleFun app	Whole class	Practice how to greet	<ul style="list-style-type: none"> <li>* Goal: help children practice greeting others</li> <li>- The teacher gives the Class Book to the child, instructing the child to open page 11. The teacher pointed to Nam, Nam's parents, and said: <i>They greet each other. They said: Hello. Hello, Male. Hello, Mum. Hello, Dad.</i></li> <li>- The teacher asks the child to repeat each greeting.</li> <li>- The teacher called a group of 3 children to stand in front of the class. Give them cards from Nam, Nam mom and dad. Ask them to role-play and say hello , (Male).</li> <li>- Repeat this process with other groups.</li> </ul>
4. Application	6	Class Book MLF application	Whole class	Greetings	<ul style="list-style-type: none"> <li>* Objective: children greet their peers.</li> <li>- Teachers have children sit in two circles, facing each other. Play a song and have your child walk in a circle and ask him to say "<i>Hello</i>" (<i>your name opposite</i>) to the friend across from him when the song stops.</li> <li>- Stop the song about 3-4 times.</li> </ul>
5. Summary	3	Computer connected to the internet	Whole class	- Sing and Say Goodbye	<ul style="list-style-type: none"> <li>- The teacher played the video of <i>the song Goodbye</i>, encouraging the children to sing along and wave goodbye.</li> </ul>
Expansion operations			Individual/ Whole class		<ul style="list-style-type: none"> <li>- Teachers have children take turns standing in front of the class and saying <i>Hello, class</i>. Encourage the class to wave to</li> </ul>

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
					<p>the friend and say <i>Hello, (his name)</i>.</p> <p>- Teachers let as many children practice as possible.</p>



. GIÁM ĐỐC

Trinh Thi Nguyen

## MY LITTLE FUN – BOOK 1

### LESSON 2: MY CLASSROOM - ACTIVITY 1: LET'S LISTEN.

#### *1. Objective:*

At the end of the lesson, pupils can:

- Identify classroom objects.
- Recall the names of classroom objects.

#### *2. Target content:*

- New words: bag, book, chair
- Review: Names of 4 main characters: Nam, Linda, Bessy, Bob

#### *3. Extended knowledge:*

- Voice commands & classroom language: Hello/ Hi; Goodbye; Great; Good job; cùng; Let's listen; Look and listen; Listen and repeat.

#### *4. Teaching tools and materials:*

- Class Book page 10
- Audio tracks 8
- Word cards and visual aids: bag, book, chair
- Unit 2 situation painting
- 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 the internet	Class	Greet and sing	<p>* Goal: help children get ready for lessons.</p> <p>- The teacher greeted and asked the whole class to stand up. Play the song Hello and let children sing and move along to the music.</p>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
2. Form knowledge	5	Card from	Class	Observe, listen and repeat	<ul style="list-style-type: none"> <li>* Objective: introduce new language (classroom items).</li> <li>- The teacher holds up the word card 'bag' or holds up a child's backpack.</li> <li>- The teacher says Look and listen. Then say Bag twice. Ask children to observe and listen to the word bag twice.</li> <li>- The teacher says Listen and repeat. Say Bag again. Ask your child to listen and repeat the word bag a few times.</li> <li>- Do the same with the remaining items: book, chair.</li> </ul>
3. Practice	8	<ul style="list-style-type: none"> <li>- Situational painting</li> <li>- Class Book</li> </ul>	<ul style="list-style-type: none"> <li>Class</li> <li>Whole class/ In pairs/ Individual</li> </ul>	<ul style="list-style-type: none"> <li>Observe and say the character's name</li> <li>Observe, listen, repeat and point to the correct picture</li> </ul>	<ul style="list-style-type: none"> <li>* Objective: to help children practice recognizing and repeating objects in the classroom.</li> <li>- The teacher attaches a picture of the lesson's situation to the board or opens the picture on the screen using the MyLittleFun application.</li> <li>- Prompt children to say the names of the four characters in the picture: Linda, Nam, Bob, Bessy.</li> <li>- The teacher points to each classroom object in the picture and says the name of the object once.</li> <li>- The teacher says Let's listen. Turn on audio. The teacher asks the children to listen and repeat each word in unison with the whole class, in pairs, and individually while pointing to each object in the picture on page 12 of their book.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> <li>- The teacher corrects children's pronunciation errors if necessary.</li> </ul>
4. Application	5	Visual aids	Class	Listen and repeat	<ul style="list-style-type: none"> <li>* Objective: help children recognize audible objects and repeat them</li> <li>- The teacher places a backpack, a book on the table and a chair next to the table.</li> <li>- The teacher says Listen and repeat. Ask children to listen, then randomly call some children to stand up and repeat each word in the correct order, pointing to the corresponding object as they speak.</li> </ul>
5. Summary	4	<ul style="list-style-type: none"> <li>- Situational painting</li> <li>- Computer connected to the internet</li> </ul>	Class	Look at the picture, listen and repeat; Sing goodbye	<ul style="list-style-type: none"> <li>- The teacher asks the children to look at the picture of the situation, listen and repeat the names of the objects learned in the lesson one more time.</li> <li>- The teacher plays the song Goodbye, waves goodbye and encourages children to sing along and wave goodbye.</li> </ul>
Expanded activities		Classroom supplies	Class	Listen, observe and take action	<ul style="list-style-type: none"> <li>- The teacher says the name of a classroom item (bag) and makes a simulation action, for example, pretending to hold the shoulder strap of a backpack.</li> <li>- The teacher says Let's do together. The teacher says the word again and asks the children to simulate the action with him.</li> <li>- The teacher in turn says the words book, bag, chair and asks children to simulate movements with or without the teacher's help.</li> </ul>

# MY LITTLE FUN – BOOK 1

## LESSON 2: MY CLASSROOM - ACTIVITY 2: LET'S SAY.

### ***1. Objective:***

At the end of the lesson, children can:

- Recognize and name objects in the classroom

### ***2. Target content:***

- Review words: bag, book, chair

### ***3. Extension languages:***

- Voice commands & classroom language: Hello/ Hi; Goodbye; Great; Good job; cùng; Let's listen; Listen and repeat; Let's get drunk.

### ***4. Teaching tools and materials:***

- Class Book page 13
- Audio tracks 9
- Word cards and visual aids: bag, book, chair
- Unit 2 situation painting
- 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	2	- Computer connected to the internet	Class	Greet and sing	<p>* Goal: help children get ready for lessons; Check to see if your child can recognize the names of classroom objects.</p> <p>- The teacher greeted and asked the whole class to stand up. Play the song Hello and ask children to sing and move to the music.</p>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
	4	Card from	Class	Listen, repeat and speak	<ul style="list-style-type: none"> <li>- The teacher asks the children to stand in a semicircle. Give each child a flashcard (bag, book, chair).</li> <li>- The teacher says Listen and repeat. Say Bag and ask the child holding the 'bag' word card to say the word 'bag' out loud.</li> <li>- Repeat the process with the remaining two words: book, chair.</li> </ul>
2. Form knowledge	5	Card from	Class	Listen, point and talk	<ul style="list-style-type: none"> <li>* Objective: to help children recognize and repeat the names of classroom objects.</li> <li>- The teacher holds up a card from the book, or opens a picture of a book on the screen, or holds up a book.</li> <li>- The teacher says Listen and point. Say Book twice, ask the child to listen and point to the book.</li> <li>- The teacher says Point and say then points to the book and says Book twice. Ask the class to point at the table and say Book a few times.</li> <li>- Repeat the process with the remaining two items: bag, chair.</li> </ul>
3. Practice	5	<ul style="list-style-type: none"> <li>- My Little Fun application</li> <li>- Class Book</li> <li>- Audio</li> </ul>	Class Class	Look, listen and repeat Listen, point	<ul style="list-style-type: none"> <li>* Objective: to help children practice recognizing and naming objects in the classroom.</li> <li>- Open the picture on page 13 on the MyLittleFun app or hold up page 13, Class Book.</li> <li>- Take turns pointing at the objects in the picture, saying the names and asking the child to repeat them.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
4. Application	5	Card from	Individual	and repeat Hold up the flashcard and speak	<p>corresponding object in the book, and repeat the word.</p> <ul style="list-style-type: none"> <li>- The teacher walks around the classroom and helps children if needed.</li> </ul> <p>* Objective: help children recognize and name objects in the classroom.</p> <ul style="list-style-type: none"> <li>- The teacher randomly gives each child a card from a book, chair or bag.</li> <li>- The teacher calls a few random children to stand up, hold up their word cards and say the names of the items on the cards. Example: Book.</li> <li>- The teacher corrects children's pronunciation errors if necessary.</li> </ul>
5. Summary	4	- Situational painting - Computer connected to the internet	Class	- Look, listen and repeat - Sing goodbye	<ul style="list-style-type: none"> <li>- The teacher holds up a picture of the situation in the lesson and asks children to observe the picture, listen and repeat.</li> <li>- The teacher plays the song Goodbye, waves goodbye and encourages children to sing and wave goodbye.</li> </ul>
Expanded activities			Class	Simulate the utensils and guess the names	<ul style="list-style-type: none"> <li>- The teacher says the name of an object in the classroom and simulates it. For example: pretend to sit down in a chair.</li> <li>- Say Let's do together. The teacher says the name of the object again and asks the children to simulate the movements with him.</li> <li>- Hold up a card from a classroom item for one child to see without letting the other children see. Ask children to look at word cards to simulate actions (with or without the teacher's help).</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> <li>- Repeat the process with as many children as possible.</li> </ul>

### Audio scripts(Track 9)

*Lesson 2. Let's say.*

*Bag. Bag.*

*Book. Book.*

*Chair. Chair.*

**MY LITTLE FUN – BOOK 1**  
**LESSON 2: MY CLASSROOM - ACTIVITY 3: LET'S CHANT.**

***1. Objective:***

At the end of the lesson, children can:

- Repeat simple sentences: It's...
- Can read the lesson about classroom supplies

***2. Target content:***

- New structure: It's (a book).
- Review words: bag, book, chair

***3. Extension languages:***

- Voice commands & classroom language: Hello/ Hi; Goodbye; Great; Good job; Let's listen; Listen and repeat; Let's chant.

***4. Teaching tools and materials:***

- Class Book page 14
- Audio tracks 10
- Word cards and visual aids: bag, book, chair
- Unit 2 situation painting
- 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	2	- Computer connected to the internet	Class	Greet and sing	<p>* Goal: help children get ready for lessons; Review words for classroom objects.</p> <p>- The teacher greeted and asked the whole class to stand up. Play the song Hello!</p>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
	4	Card from	Class	Listen, tap the corresponding word card	<p>and ask children to sing and move to the music.</p> <p>Play 'Slap the board':</p> <ul style="list-style-type: none"> <li>- The teacher calls 8 children and asks them to stand in two rows on the board. Tag the words book, bag, chair on the board in random order. The teacher says a word, and asks the two children at the front of the two rows to clap their hands on the corresponding word cards.</li> <li>- Repeat the process.</li> </ul>
2. Form knowledge	4	<ul style="list-style-type: none"> <li>- Class Book</li> <li>- MyLittleFun application</li> </ul>	Class	Look, listen and repeat	<p>* Objective: help children understand the structure 'It's (a book).'.</p> <ul style="list-style-type: none"> <li>- The teacher holds up a book or opens a picture on the screen and points to a book in the picture. The teacher says It's a book twice.</li> <li>- Say the above sentence again and ask the class to repeat the sentence a few times. The teacher corrects children's errors if necessary.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> <li>- Repeat the process with the remaining two words: bag, chair.</li> </ul> <p>* Objective: to help children learn the rhyme and repeat the words of the rhyme</p>
3. Practice	6	<ul style="list-style-type: none"> <li>- Class Book</li> <li>- MyLittleFun application</li> <li>- Audio</li> </ul>	<ul style="list-style-type: none"> <li>Class</li> </ul>	<ul style="list-style-type: none"> <li>Look and talk</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher opens the picture on page 14 on the screen or holds up page 14 of the Class Book.</li> <li>- The teacher points to each object in the picture in turn, leading and prompting the children to say simple sentences to them: It's a...</li> </ul> <ul style="list-style-type: none"> <li>- Teacher says Listen. Play the entire chant once or twice and encourage your child to clap along to the beat.</li> <li>- The teacher says Listen and repeat, then turns on the audio. Ask children to listen and read each verse of the chant a few times, pointing to objects in their books or on the screen as they read.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
4. Application	7	Audio	Whole class/Group/Pair	Read the chant	<ul style="list-style-type: none"> <li>* Objective: help children read rhymes rhythmically.</li> <li>- The teacher asks children to read the chant in unison with the whole class, in groups, in pairs. Ask children to read the chant while pointing to the corresponding object in the book or on the screen.</li> <li>- Change the chant speed to make the activity more interesting (faster, slower)</li> </ul>
5. Summary	2	Computer connected to the internet	Class	Sing goodbye	<ul style="list-style-type: none"> <li>- The teacher plays the song Goodbye, waving goodbye. Teachers encourage children to sing along and wave goodbye.</li> </ul>
Expanded activities		Computer connected to the internet	Class	Look, listen and act	<ul style="list-style-type: none"> <li>- Teacher lets children sit in front of the screen. Show children one by one each item in the classroom (bag, book, chair) and say It's (a bag).</li> <li>- The teacher asks the children to put their hands on their heads if the sentence the teacher just said is</li> </ul>

**MY LITTLE FUN – BOOK 1**  
**LESSON 2: MY CLASSROOM - ACTIVITY 4: MATCH!**

***1. Objective:***

At the end of the lesson, children can:

- Recognize classroom objects through listening activities
- Connect the corresponding appliances

***2. Target content:***

- Review words: bag, book, chair
- Review structure: It's (a book).

***3. Extension languages:***

- Voice commands & classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen and repeat; Match; Bingo.

***4. Teaching tools and materials:***

- Class Book page 15
- Audio tracks 11
- Word cards and visual aids: bag, book, chair
- Unit 2 situation painting
- 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	2	- Computer connected to the internet	Class	Greet and sing	<p>* Goal: help children get ready for lessons; Review classroom tools that have been learned.</p> <p>- The teacher greeted and asked the whole class to stand up. Play the song Hello and</p>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					correct and to place their hands on their stomach if the sentence is incorrect.

### Audio scripts(Track 10)

*Lesson 3. Let's chant.*

*A bag. A bag. It's a bag.*

*A book. A book. It's a book.*

*A chair. A chair. It's a chair.*

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
	4	Card from	Class/ Group	Play game	<p>ask children to sing and move to the music.</p> <p>Hidden Objects Game Bingo:</p> <ul style="list-style-type: none"> <li>- The teacher slowly reveals word cards indicating classroom objects for the children to see (in random order). The teacher reveals the card while saying It's a... and waits for the child to complete the missing part of the sentence.</li> <li>- Open gradually and slowly until one child says Bingo. The child must say the name of the item on the card (child can say a word, a phrase or a whole sentence, for example: book/ a book/ It's a book):</li> <li>- The teacher corrects children's errors if necessary.</li> <li>- Repeat the process 4-5 times. can be organized into a group activity.</li> </ul>
2. Form knowledge	5	- Class Book - My Little Fun application	Class	Look, listen, repeat and connect	<p>* Objective: help children recognize classroom objects of the same type.</p> <ul style="list-style-type: none"> <li>- The teacher opens the picture of the lesson on the screen or holds up page 15 of the Class Book.</li> <li>- The teacher says Listen and repeat. The teacher points to the backpack in the big picture and says A bag. Ask your child to listen to the phrase and repeat it a few times.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1.					<ul style="list-style-type: none"> <li>The teacher points to the backpack in the small circle and says A bug. Ask children to listen and repeat twice</li> <li>Instruct children to connect two backpacks with their fingers.</li> <li>Repeat the process with other utensils.</li> </ul> <p>* Objective: to help children practice recognizing classroom objects through listening and matching objects of the same type.</p>
2.					<ul style="list-style-type: none"> <li>The teacher lets the children listen to the audio and asks them to match the pictures in their books.</li> <li>Teacher lets children share their work in pairs.</li> <li>The teacher checks the answers with the whole class and gives compliments to the children.</li> </ul>
3. Practice	6	- Audio - Class Book	Class/ Bag	Listen, match the picture	<p>* Objective: help children recognize and connect dodofs using the same class.</p> <ul style="list-style-type: none"> <li>The teacher lets the children work in groups of 3-4 children. The teacher gives each group a set of flashcards.</li> <li>The teacher asks children to find cards from classroom materials of the same type and put them in corresponding piles of cards.</li> </ul>
4. Application	5	Card from	Group	Observe and classify word cards	

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
5. Summary	3	- Situational painting - Computer connected to the internet	Class	- Look and talk - Sing goodbye	<ul style="list-style-type: none"> <li>- The teacher holds up a picture of the Unit's situation. The teacher points to the classroom objects in the picture and asks the children to read the words indicating those objects aloud to him or her.</li> <li>- Play the song Goodbye, wave goodbye and encourage children to sing and wave goodbye.</li> </ul>
Expanded activities		Card from	Class/ Group	Find the corresponding object and point	<ul style="list-style-type: none"> <li>- The teacher takes turns showing the children pictures of classroom supplies on the screen./ The teacher takes turns holding up word cards indicating classroom supplies.</li> <li>- The teacher asks children to find real objects in the classroom that correspond to the item they just saw. The first child to find a real object will say Bingo and point to the object.</li> <li>- Teachers can organize games into groups.</li> </ul>

#### Audio scripts(Track 11)

*Lesson 4. Match!*

*A book. A bag. A chair.*

**MY LITTLE FUN – BOOK 1**  
**LESSON 2: MY CLASSROOM - ACTIVITY 5: COLOUR!**

***1. Objective:***

At the end of the lesson, children can:

- Color pictures of classroom objects
- Name the objects in the classroom

***2. Target content:***

- Review words: bag, book, chair
- Review structure: It's (a book); My (bag).

***3. Extension languages:***

- Voice commands & classroom language: Hello/ Hi; Goodbye; Great; Good job;

Look and color.

***4. Teaching tools and materials:***

- Class Book page 16
- Audio tracks 10
- Cards from classroom supplies
- Computer with internet connection and MyLittleFun application
- White paper, pencils, crayons

**Procedure:**

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Warm-up and Review	3	Audio tracks 10	Class	Greet and sing	<p>* Goal: help children get ready for lessons; review classroom tools;</p> <ul style="list-style-type: none"><li>- The teacher greeted and asked the whole class to stand up.</li><li>- Play the chant about classroom supplies in Lesson 3. Encourage</li></ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
2. Form knowledge	6	- Class Book - MyLittleFun application	Class	- Listen and speak to complete the sentences - Listen and repeat	<p>children to read the chant and move to the music.</p> <p>* Objective: help children recognize objects in the classroom</p> <ul style="list-style-type: none"> <li>- The teacher holds up a yellow book, says It's a... and stops and waits for students to complete the missing part of the sentence. Comment or encourage the child depending on the child's answer. Then say It's a book.</li> <li>- The teacher opens page 16 of the Class Book on the screen using the MyLittleFun application, points to the black and white backpack in the picture and says Look and color. The teacher colored the backpack yellow.</li> <li>- The teacher said Bag. My bag. Then ask your child to repeat the word and phrase a few times.</li> </ul>
3. Practice	6	Class Book	Individual	Color	<p>* Objective: to help children practice recognizing and coloring objects in the classroom.</p> <ul style="list-style-type: none"> <li>- The teacher asks children to work individually and color classroom objects in their books.</li> </ul>
4. Application	6	Class Book	Group	Share the coloring lesson and say the names of the supplies	<p>* Objective: children share coloring products and name the items in them.</p> <ul style="list-style-type: none"> <li>- The teacher divides the class into groups of 4 children. Ask children to share coloring pages in their books and say My book/My chair.</li> <li>- The teacher walks around the classroom and assists children if needed.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
5. Summary	4	<ul style="list-style-type: none"> <li>- Card from</li> <li>- Computer connected to the internet</li> </ul>	Class	<ul style="list-style-type: none"> <li>- Look and talk</li> <li>- Sing goodbye</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher holds up pictures/word cards of classroom objects or points to real objects in the classroom and asks the whole class to say out loud the words that represent those objects.</li> <li>- Play the song Goodbye, wave goodbye and encourage children to sing and wave goodbye.</li> </ul>
Expanded activities		<ul style="list-style-type: none"> <li>- White paper</li> <li>- Pencils, crayons</li> </ul>	Individual/ Group	Painting and drawing	<ul style="list-style-type: none"> <li>- Teachers let children draw and color the classroom objects they like, then share them with their friends.</li> </ul>

## MY LITTLE FUN – BOOK 1

### LESSON 2: MY CLASSROOM - ACTIVITY 6: COUNT AND SAY!

#### 1. Objective:

- Counting numbers 1 in English
- Name the objects in the classroom

#### 2. Target content:

- Review words: bag, book, chair
- Review structure: It's (a book); My (bag).

#### 3. Extension languages:

- Voice commands & classroom language: Hello/ Hi; Goodbye; Great; Good job; Let's count.

#### 4. Teaching tools and materials:

- Class Book page 17
- Audio tracks 10
- Computer with internet connection and MyLittleFun application
- Visual teaching aids: books, backpacks, chairs in the classroom
- Several images of objects with different numbers (1, 2, 3)

#### Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Warm-up and Review	3	Audio tracks 10	Class	Say hello and read the post	<p>* Goal: help children get ready for lessons; Review vocabulary about classroom supplies.</p> <ul style="list-style-type: none"><li>- The teacher greeted and asked the whole class to stand up.</li><li>- Play the chant about classroom supplies in Lesson 3. Encourage children to read the chant and move to the music.</li></ul>

## MY LITTLE FUN – BOOK 1

### LESSON 2: MY CLASSROOM - ACTIVITY 6: COUNT AND SAY!

#### 1. Objective:

- Counting numbers 1 in English
- Name the objects in the classroom

#### 2. Target content:

- Review words: bag, book, chair
- Review structure: It's (a book); My (bag).

#### 3. Extension languages:

- Voice commands & classroom language: Hello/ Hi; Goodbye; Great; Good job; Let's count.

#### 4. Teaching tools and materials:

- Class Book page 17
- Audio tracks 10
- Computer with internet connection and MyLittleFun application
- Visual teaching aids: books, backpacks, chairs in the classroom
- Several images of objects with different numbers (1, 2, 3)

#### Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Warm-up and Review	3	Audio tracks 10	Class	Say hello and read the post	<p>* Goal: help children get ready for lessons; Review vocabulary about classroom supplies.</p> <ul style="list-style-type: none"><li>- The teacher greeted and asked the whole class to stand up.</li><li>- Play the chant about classroom supplies in Lesson 3. Encourage children to read the chant and move to the music.</li></ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
2. Form knowledge	5	Visual aids	Class	Look, listen, talk and count	<p>* Objective: help children recognize the number 1 in English.</p> <ul style="list-style-type: none"> <li>- The teacher holds up a book and says It's a book. The teacher asks the children to say It's a book out loud twice.</li> <li>- Teacher says Let's count, and counts One. The teacher asks the children to repeat One a few times.</li> <li>- The teacher points to a chair and says Let's count, then counts One. Ask children to listen and repeat One twice.</li> </ul>
3. Practice	8	Class Book	Class	Look, listen and repeat	<p>* Objective: help children practice counting objects in the classroom.</p> <ul style="list-style-type: none"> <li>- The teacher opens the number 1 on the screen or writes the number 1 on the board. The teacher says One, asks the children to listen and repeat twice, pointing to the number 1 while speaking.</li> <li>- The teacher uses his finger to connect from number 1 to the picture of a chair, and from number 1 to the picture of a backpack in the book.</li> </ul>
			Class/ Bag	Count 1	<ul style="list-style-type: none"> <li>- The teacher lets the children work in pairs to count the classroom objects in the book (Page 17). The teacher calls a few children up to the board to count, then comments and praises them depending on their answers.</li> <li>- The teacher corrects children's pronunciation errors if necessary.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
4. Application	5	Calculator and illustrations	Group	Count 1	<ul style="list-style-type: none"> <li>* Objective: children count the number 1.</li> <li>- The teacher sat the children in two groups in front of the screen.</li> <li>- The teacher projects on the screen a picture of one, two, three objects/person (booy, girl, bag, book, chair) in random order. The child who points to an object and counts One out loud the fastest will win a star for their group.</li> <li>- The teacher models for children before performing the activity.</li> </ul>
5. Summary	4	Computer connected to the internet	Class	<ul style="list-style-type: none"> <li>- Point and count</li> <li>- Sing goodbye</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher points to different objects in the classroom and counts One with the children.</li> <li>- Play the song Goodbye, wave, goodbye and encourage children to sing along and wave goodbye.</li> </ul>
Expanded activities		Card from	Class	<ul style="list-style-type: none"> <li>- Listen, find word cards, speak</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher places magnetic cards of 3 classroom items (bag, book, chair) around the classroom.</li> <li>- The teacher says Let's go for a hunt. Turn on the music and ask children to find the word cards according to the teacher's instructions.</li> <li>- The child who finds the correct word card must shout out the name of that item and bring the word card up to give to the teacher.</li> <li>- Continue the game until the child finds all the word cards.</li> </ul>

Parts	Time (minutes )	Teaching aids and documents	Interactive form	Work	Teacher's activities
4. Application	5	Calculator and illustrations	Group	Count 1	<ul style="list-style-type: none"> <li>* Objective: children count the number 1.</li> <li>- The teacher sat the children in two groups in front of the screen.</li> <li>- The teacher projects on the screen a picture of one, two, three objects/person (booy, girl, bag, book, chair) in random order. The child who points to an object and counts One out loud the fastest will win a star for their group.</li> <li>- The teacher models for children before performing the activity.</li> </ul>
5. Summary	4	Computer connected to the internet	Class	<ul style="list-style-type: none"> <li>- Point and count</li> <li>- Sing goodbye</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher points to different objects in the classroom and counts One with the children.</li> <li>- Play the song Goodbye, wave goodbye and encourage children to sing along and wave goodbye.</li> </ul>
Expanded activities		Card from	Class	<ul style="list-style-type: none"> <li>Listen, find word cards, speak</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher places magnetic cards of 3 classroom items (bag, book, chair) around the classroom.</li> <li>- The teacher says Let's go for a hunt. Turn on the music and ask children to find the word cards according to the teacher's instructions.</li> <li>- The child who finds the correct word card must shout out the name of that item and bring the word card up to give to the teacher.</li> <li>- Continue the game until the child finds all the word cards.</li> </ul>



Trinh Thi Nguyên

## LESSON PLAN

Book: *MY LITTLE FUN*

Week/ Period:

School:

Grade: 3 years old

Date of teaching:

Teacher's name:

### Unit 3 – My Colours – Lesson 1

#### I. OBJECTIVES:

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

- Ask and answer questions about colours.
- Identify and name colours.

#### LANGUAGE FOCUS:

- Vocabulary: red, green, yellow.
- Grammar: What colour is it? – It's (red)

#### II. TEACHING AID:

- Using teaching materials: chalk, board, flashcards, (sticky) ball, stickers ...

#### III. TEACHING PROCEDURES:

Steps /time	Teacher's activities	Students' activities	Others	Purpose
1. Warm up (5 minutes)	<ul style="list-style-type: none"><li>- Teacher (T) comes to the class and asks the students (Ss) to stand up to greet together: "Hello Students".</li><li>- T plays the song "Color song" and asks Ss to sing along.</li></ul>	<ul style="list-style-type: none"><li>- Greetings.</li><li>- Stand up, listen to the song, sing along and act out following the song.</li></ul>		<ul style="list-style-type: none"><li>- Create the funny and interesting atmosphere before learning the new lesson.</li></ul>
2. Presentation (10 minutes)	<p><i>Introduce vocabulary: red, green, yellow</i></p> <ul style="list-style-type: none"><li>- T show the flashcard of the colours.</li><li>- T reads the word with model sentences "What colour is it? – It's red" as demo twice and then asks Ss to repeat after. Correct the pronunciation if any and have a look at the Ss that do not repeat. T comes to ss place reads then let ss repeat individually.</li></ul>	<ul style="list-style-type: none"><li>- Ss listen to the T's sound and repeat the colour names.</li><li>- Ss listen to T and repeat after T reads the word with the grammar "– It's (red)".</li></ul>	<ul style="list-style-type: none"><li>- T gives stars for ss which has read and act good.</li></ul>	<ul style="list-style-type: none"><li>- Introduce the new content.</li></ul>

<b>3. Practice (7-8 minutes)</b>	<p><i>Practice vocabulary: T do the game "Points the things with the colours".</i></p> <ul style="list-style-type: none"> <li>- T gives out the instruction for Ss. Each team has 4-5 people to play this game, they have to stand in the starting line. When T call out a name of colours with showing the flashcards, Ss have to read the colour names and points the things have that colour.</li> <li>- T confirms the correct answers and compliments to Ss after each turn.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss listen to the teacher's instruction carefully and play the game.</li> </ul>	<ul style="list-style-type: none"> <li>- T gives 2 stars for ss which has the best performance. Others 1 star</li> </ul>	<ul style="list-style-type: none"> <li>- Create the competency between ss and practice the words</li> </ul>
<b>4. Further practice (5 minutes)</b>	<p><i>Further practice: "Throw sticky balls on the Flashcards".</i></p> <ul style="list-style-type: none"> <li>- T can use variety of teaching tools like sticky balls to make the game funnier and more interesting, and ask Ss, divide into 2 teams, one by one of each team come to the board to throw in the flashcards on the ground to make the game easier</li> </ul>	<ul style="list-style-type: none"> <li>- Ss join the game, throw the sticky balls into the Flashcard first will have 2 stars, second will have 1 star, out of Flashcard won't get a star. Ss with higher points will get a star</li> </ul>	<ul style="list-style-type: none"> <li>- T gives stars for teams which has the correct answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Create the competency between two ss and practice the words.</li> </ul>
<b>5. Consolidation (2-3 minutes)</b>	<ul style="list-style-type: none"> <li>- T shows the flashcards again and lets Ss to repeat.</li> <li>- Singing "Good Bye" song</li> </ul>	<ul style="list-style-type: none"> <li>- Ss repeat after T.</li> <li>- Count the stars with T.</li> </ul>		<ul style="list-style-type: none"> <li>Help Ss remember what they've learnt today.</li> </ul>

## LESSON PLAN

Book: *MY LITTLE FUN*

Week/ Period:

School:

Grade: 3 years old

Date of teaching:

Teacher's name:

### Unit 3 – My Colours – Lesson 2

#### I. OBJECTIVES:

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

- Ask and answer questions about colours.
- Identify and name colours.

#### LANGUAGE FOCUS:

- Vocabulary: red, green, yellow.
- Grammar: What colour is it? – It's (red)

#### II. TEACHING AID:

- Using teaching materials: chalk, board, flashcards, (sticky) ball, stickers ...

#### III. TEACHING PROCEDURES:

Steps /time	Teacher's activities	Students' activities	Others	Purpose
1. Warm up (5 minutes)	<ul style="list-style-type: none"><li>- Teacher (T) comes to the class and asks the students (Ss) to stand up to greet together: "Hello Students".</li><li>- T plays the song "Color song" and asks Ss to sing along.</li></ul>	<ul style="list-style-type: none"><li>- Greetings.</li><li>- Stand up, listen to the song, sing along and act out following the song.</li></ul>		<ul style="list-style-type: none"><li>- Create the funny and interesting atmosphere before learning the new lesson.</li></ul>
2. Presentation (10 minutes)	<p><i>Introduce vocabulary: red, green, yellow</i></p> <ul style="list-style-type: none"><li>- T show the flashcard of the colours.</li><li>- T reads the word with model sentences "What colour is it? – It's red" as demo twice and then asks Ss to repeat after. Correct the pronunciation if any and have a look at the Ss that do not repeat. T comes to ss place reads then let ss repeat individually.</li></ul>	<ul style="list-style-type: none"><li>- Ss listen to the T's sound and repeat the colour names.</li><li>- Ss listen to T and repeat after T reads the word with the grammar "– It's (red)".</li></ul>	<ul style="list-style-type: none"><li>- T gives stars for ss which has read and act good.</li></ul>	<ul style="list-style-type: none"><li>- Introduce the new content.</li></ul>

<b>3. Practice (7-8 minutes)</b>	<p><i>Practice vocabulary: T do the game "Points the things with the colours".</i></p> <ul style="list-style-type: none"> <li>- T gives out the instruction for Ss. Each team has 4-5 people to play this game, they have to stand in the starting line. When T call out a name of colours with showing the flashcards, Ss have to read the colour names and points the things have that colour.</li> <li>- T confirms the correct answers and compliments to Ss after each turn.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss listen to the teacher's instruction carefully and play the game.</li> </ul>	<ul style="list-style-type: none"> <li>- T gives 2 stars for ss which has the best performance. Others 1 star</li> </ul>	<ul style="list-style-type: none"> <li>- Create the competency between ss and practice the words</li> </ul>
<b>4. Further practice (5 minutes)</b>	<p><i>Further practice: "Throw sticky balls on the Flashcards".</i></p> <ul style="list-style-type: none"> <li>- T can use variety of teaching tools like sticky balls to make the game funnier and more interesting, and ask Ss, divide into 2 teams, one by one of each team come to the board to throw in the flashcards on the ground to make the game easier</li> </ul>	<ul style="list-style-type: none"> <li>- Ss join the game, throw the sticky balls into the Flashcard first will have 2 stars, second will have 1 star, out of Flashcard won't get a star. Ss with higher points will get a star</li> </ul>	<ul style="list-style-type: none"> <li>- T gives stars for teams which has the correct answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Create the competency between two ss and practice the words.</li> </ul>
<b>5. Consolidation (2-3 minutes)</b>	<ul style="list-style-type: none"> <li>- T shows the flashcards again and lets Ss to repeat.</li> <li>- Singing "Good Bye" song</li> </ul>	<ul style="list-style-type: none"> <li>- Ss repeat after T.</li> <li>- Count the stars with T.</li> </ul>		<ul style="list-style-type: none"> <li>Help Ss remember what they've learnt today.</li> </ul>

## LESSON PLAN

Book: MY LITTLE FUN

Week/ Period:

School:

Grade: 3 years old

Date of teaching:

Teacher's name:

### Unit 3 – My Colours – Lesson 3

#### I. OBJECTIVES:

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

- Review about colours.
- Review how to identify and name colours.

#### LANGUAGE FOCUS:

- Vocabulary: red, green, yellow.
- Grammar: What colour is it? – It's (red)

#### II. TEACHING AID:

- Using teaching materials: chalk, board, flashcards, (sticky) ball, stickers ...

#### III. TEACHING PROCEDURES:

Steps /time	Teacher's activities	Students' activities	Others	Purpose
1. Warm up (5 minutes)	<ul style="list-style-type: none"><li>- Teacher (T) comes to the class and asks the students (Ss) to stand up to greet together: "Hello Students".</li><li>- T plays the song "Hello" and asks Ss to sing along.</li></ul>	<ul style="list-style-type: none"><li>- Greetings.</li><li>- Stand up, listen to the song, sing along and act out following the song.</li></ul>		<ul style="list-style-type: none"><li>- Create the funny and interesting atmosphere before learning the new lesson.</li></ul>
2. Presentation (10 minutes)	<ul style="list-style-type: none"><li><i>Review vocabulary: red, green, yellow</i></li><li>- T says the words and lets Ss time to repeat the words</li><li>- T does and introduces one by one. After T speak, ss needs to repeat.</li><li>- T reads the word with grammar "What colour is it? – It's red as demo twice and then asks Ss to repeat after. Correct the pronunciation if any and have a look at the Ss that do not repeat. T comes to ss place reads then let ss repeat individually</li><li>- T says one and uses finger to let ss follow and repeat the word</li></ul>	<ul style="list-style-type: none"><li>- Ss listen to the T's sound and repeat the colour names.</li><li>- Ss listen to T and repeat after T reads the word with the grammar "– It's (red)".</li><li>- Ss listen to T and repeat after T reads the word "one"</li></ul>		<ul style="list-style-type: none"><li>- Review content.</li><li>- Create the competency between ss and practice the words</li></ul>

## LESSON PLAN

*Book: MY LITTLE FUN*

*Week/ Period:*

*School:*

*Grade: 3 years old*

*Date of teaching:*

*Teacher's name:*

### Unit 3 – My Colours – Lesson 4

#### I. OBJECTIVES:

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

- Review about colours.
- Review how to identify and name colours.

#### LANGUAGE FOCUS:

- Vocabulary: red, green, yellow.
- Grammar: What colour is it? – It's (red)

#### II. TEACHING AID:

- Using teaching materials: chalk, board, flashcards, (sticky) ball, stickers ...

#### III. TEACHING PROCEDURES:

Steps /time	Teacher's activities	Students' activities	Others	Purpose
1. Warm up (5 minutes)	<ul style="list-style-type: none"> <li>- Teacher (T) comes to the class and asks the students (Ss) to stand up to greet together: "Hello Students".</li> <li>- T plays the song "Hello" and asks Ss to sing along.</li> </ul>	<ul style="list-style-type: none"> <li>- Greetings.</li> <li>- Stand up, listen to the song, sing along and act out following the song.</li> </ul>		<ul style="list-style-type: none"> <li>- Create the funny and interesting atmosphere before learning the new lesson.</li> </ul>
2. Presentation (10 minutes)	<p><i>Review vocabulary: red, green, yellow</i></p> <ul style="list-style-type: none"> <li>- T says the words and lets Ss time to repeat the words</li> <li>- T does and introduces one by one. After T speak, ss needs to repeat.</li> <li>- T reads the word with grammar "What colour is it? – It's red as demo twice and then asks Ss to repeat after. Correct the pronunciation if any and have a look at the Ss that do not repeat. T comes to ss place reads then let ss repeat individually</li> <li>- T says one and uses finger to let ss follow and repeat the word</li> </ul>	<ul style="list-style-type: none"> <li>- Ss listen to the T's sound and repeat the colour names.</li> <li>- Ss listen to T and repeat after T reads the word with the grammar "– It's (red)".</li> <li>- Ss listen to T and repeat after T reads the word "one"</li> </ul>		<ul style="list-style-type: none"> <li>- Review content.</li> <li>- Create the competency between ss and practice the words</li> </ul>

<b>3. Practice</b> <b>(7-8 minutes)</b>	<p><b>Practice vocabulary:</b> <i>T do the game "Standing next to the correct Flashcard".</i></p> <ul style="list-style-type: none"> <li>- T gives out the instruction for Ss. T put the Flashcards on the floor in different position. Each team has 3 people to play this game, they have to stand in the starting line. When T call out a name of colours. Ss have to run or walk then stand next to the Flashcard and read the colour names.</li> <li>- T confirms the correct answers and compliments to Ss after each turn.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss listen to the teacher's instruction carefully and play the game.</li> </ul>	<ul style="list-style-type: none"> <li>- T gives 2 stars for ss team which has the best performance. Others 1 star</li> </ul>	
<b>4. Further practice</b> <b>(5 minutes)</b>	<p><b>Further practice:</b> <i>"Brings me the correct Flashcard".</i></p> <ul style="list-style-type: none"> <li>- T hides the words on the Flashcard, shows the blank side, T calls out the colours, and ask two Ss to find and bring the correct Flashcard to the teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Ss join the game, bring the correct Flashcard first will have 2 points for the team, second team will have 1 point.</li> </ul>	<ul style="list-style-type: none"> <li>- T gives stars for ss team which has higher points .</li> </ul>	<ul style="list-style-type: none"> <li>- Create the competency between two ss and practice the words.</li> </ul>
<b>5. Consolidation</b> <b>(2-3 minutes)</b>	<ul style="list-style-type: none"> <li>- T retells the contents of the lesson.</li> <li>- T shows the flashcards again and lets Ss to repeat.</li> <li>- Singing "Good Bye" song</li> </ul>	<ul style="list-style-type: none"> <li>- Ss repeat after T.</li> <li>- Count the stars with T.</li> </ul>		<ul style="list-style-type: none"> <li>Help Ss remember what they've learnt today.</li> </ul>

## LESSON PLAN

Book: MY LITTLE FUN

Week/ Period:

School:

Grade: 3 years old

Date of teaching:

Teacher's name:

### Unit 3 – My Colours – Lesson 5

#### I. OBJECTIVES:

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

- Ask and answer questions about colours.
- Identify and name colours. Count number 1

#### LANGUAGE FOCUS:

- Vocabulary: red, green, yellow.
- Grammar: What colour is it? – It's (red)

#### II. TEACHING AID:

- Using teaching materials: chalk, board, flashcards, (sticky) ball, stickers ...

#### III. TEACHING PROCEDURES:

Steps /time	Teacher's activities	Students' activities	Others	Purpose
1. Warm up (5 minutes)	<ul style="list-style-type: none"><li>- Teacher (T) comes to the class and asks the students (Ss) to stand up to greet together: "Hello Students".</li><li>- T plays the song "BINGO" and asks Ss to sing along.</li></ul>	<ul style="list-style-type: none"><li>- Greetings.</li><li>- Stand up, listen to the song, sing along and act out following the song.</li></ul>		<ul style="list-style-type: none"><li>- Create the funny and interesting atmosphere before learning the new lesson.</li></ul>
2. Presentation (10 minutes)	<p><i>Review vocabulary: red, green, yellow</i></p> <ul style="list-style-type: none"><li>- T does and introduces one by one. After T speak, ss needs to repeat.</li><li>- T reads the word with grammar "What colour is it? – It's red as demo twice and then asks Ss to repeat after. Correct the pronunciation if any and have a look at the Ss that do not repeat. T comes to ss place reads then let ss repeat individually.</li><li>- T says one and uses finger to let ss follow and repeat the word</li></ul>	<ul style="list-style-type: none"><li>- Ss listen to the T's sound and repeat the colour names.</li><li>- Ss listen to T and repeat after T reads the word with the grammar "– It's (red)".</li><li>- Ss listen to T and repeat after T reads the word "one"</li></ul>		<ul style="list-style-type: none"><li>- Review content.</li><li>- Create the competency between ss and practice the words</li></ul>

<b>3. Practice</b> <b>(7-8 minutes)</b>	<p><i>Practice vocabulary: T do the game "Sitting on the chairs".</i></p> <p>- T gives out the instruction for Ss. T put the 3-4 small chairs in the middle of the room. Each team has 2 people to play this game, they have to walk around the chairs while the music on. When T stops the music Ss have to sit on the chairs, on the next turn the number of chairs will decrease then til only one chair for one ss. Ss are out have to read the colours on the Flashcard has shown by T.</p> <p>- T confirms the correct answers and compliments to Ss after each turn.</p>	<p>- Ss listen to the teacher's instruction carefully and play the game.</p>	<p>- T gives 2 stars for last ss team. Others 1 star</p>	
<b>4. Further practice</b> <b>(5 minutes)</b>	<p><i>Further practice: "Brings me the Flashcard".</i></p> <p>- T put the Flashcard on the board, divide into 2 teams, one by one of each team take it by play game is called "overcome an obstacle", T calls out the colours, and ask two Ss to play and bring the Flashcard to the teachers</p>	<p>- Ss join the game, bring the correct Flashcard first will have 2 points, second will have 1 points.</p>	<p>- T gives 2 stars for ss which has the higher points. Other 1 star</p>	<p>- Create the competency between two ss and practice the words.</p>
<b>5. Consolidation</b> <b>(2-3 minutes)</b>	<p>- T retells the contents of the lesson. - T shows the flashcards again and lets Ss to repeat. - Singing "Good Bye" song</p>	<p>- Ss repeat after T. - Count the stars with T.</p>		<p>Help Ss remember what they've learnt today.</p>

## LESSON PLAN

Book: *MY LITTLE FUN*

Week/ Period:

School:

Grade: 3 years old

Date of teaching:

Teacher's name:

### Unit 3 – My Colours – Lesson 6

#### I. OBJECTIVES:

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

- Ask and answer questions about colours.
- Identify and name colours. Count number 1

#### LANGUAGE FOCUS:

- Vocabulary: red, green, yellow.
- Grammar: What colour is it? – It's (red)

#### II. TEACHING AID:

- Using teaching materials: chalk, board, flashcards, (sticky) ball, stickers ...

#### III. TEACHING PROCEDURES:

Steps /time	Teacher's activities	Students' activities	Others	Purpose
1. Warm up (5 minutes)	<ul style="list-style-type: none"><li>- Teacher (T) comes to the class and asks the students (Ss) to stand up to greet together: "Hello Students".</li><li>- T plays the song "BINGO" and asks Ss to sing along.</li></ul>	<ul style="list-style-type: none"><li>- Greetings.</li><li>- Stand up, listen to the song, sing along and act out following the song.</li></ul>		<ul style="list-style-type: none"><li>- Create the funny and interesting atmosphere before learning the new lesson.</li></ul>
2. Presentation (10 minutes)	<p><b>Review vocabulary:</b> red, green, yellow</p> <ul style="list-style-type: none"><li>- T does and introduces one by one. After T speak, ss needs to repeat.</li><li>- T reads the word with grammar "What colour is it? – It's red as demo twice and then asks Ss to repeat after. Correct the pronunciation if any and have a look at the Ss that do not repeat. T comes to ss place reads then let ss repeat individually.</li><li>- T says one and uses finger to let ss follow and repeat the word</li></ul>	<ul style="list-style-type: none"><li>- Ss listen to the T's sound and repeat the colour names.</li><li>- Ss listen to T and repeat after T reads the word with the grammar "– It's (red)".</li><li>- Ss listen to T and repeat after T reads the word "one"</li></ul>		<ul style="list-style-type: none"><li>- Review content.</li><li>- Create the competency between ss and practice the words</li></ul>

<b>3. Practice</b> <b>(7-8 minutes)</b>	<p><b>Practice vocabulary:</b> T do the game "Look at the opposite direction of the Flashcard".</p> <ul style="list-style-type: none"> <li>- T gives out the instruction for Ss. T calls 3 people of one team to play this game, they have to line up in one line. When T show the Flashcard, ss have to read the word, T put the Flashcard in 4 positon Up, Down, Left or Right then ss has to turn the head in the opposition direction with the Flashcard. Each ss 1 Flashcard, 3 to 4 turns with Flashcard direction.</li> <li>- T confirms the correct answers and compliments to Ss after each turn.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss listen to the teacher's instruction carefully and play the game.</li> </ul>	<ul style="list-style-type: none"> <li>- T gives 2 stars for ss team which has the best performance. Others 1 star</li> </ul>	
<b>4. Further practice</b> <b>(5 minutes)</b>	<p><b>Further practice:</b> "Role play"</p> <ul style="list-style-type: none"> <li>- 2 ss comes to the board and role play ask and question "what colour is this" "It's red"?</li> </ul>		<ul style="list-style-type: none"> <li>- T gives 2 stars for ss which has the higher points. Other 1 star</li> </ul>	<ul style="list-style-type: none"> <li>- Create the competency between two ss and practice the words.</li> </ul>
<b>5. Consolidation</b> <b>(2-3 minutes)</b>	<ul style="list-style-type: none"> <li>- T retells the contents of the lesson.</li> <li>- T shows the flashcards again and lets Ss to repeat.</li> <li>- Singing "Good Bye" song</li> </ul>	<ul style="list-style-type: none"> <li>- Ss repeat after T.</li> <li>- Count the stars with T.</li> </ul>		<ul style="list-style-type: none"> <li>Help Ss remember what they've learnt today.</li> </ul>



GIÁM ĐỐC  
Trịnh Thị Nguyễn

## LESSON PLAN

Book: *MY LITTLE FUN*

Week/ Period:

School:

Grade: 3 years old

Date of teaching:

Teacher's name:

### Unit 4 – My Toys – Lesson 1

#### I. OBJECTIVES:

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

- Ask and answer questions about toys.
- Identify and name toys.

#### LANGUAGE FOCUS:

- Vocabulary: ball, car, doll.
- Grammar: What is it? – It's (my ball); Maths: Number 1 & 2

#### II. TEACHING AID:

- Using teaching materials: chalk, board, flashcards, (sticky) ball, stickers ...

#### III. TEACHING PROCEDURES:

Steps /time	Teacher's activities	Students' activities	Others	Purpose
1. Warm up (5 minutes)	<ul style="list-style-type: none"><li>- Teacher (T) comes to the class and asks the students (Ss) to stand up to greet together: "Hello Students".</li><li>- T plays the song "Hello" and asks Ss to sing along.</li></ul>	<ul style="list-style-type: none"><li>- Greetings.</li><li>- Stand up, listen to the song, sing along and act out following the song.</li></ul>		<ul style="list-style-type: none"><li>- Create the funny and interesting atmosphere before learning the new lesson.</li></ul>
2. Presentation (10 minutes)	<p><i>Introduce vocabulary: ball, car, doll</i></p> <ul style="list-style-type: none"><li>- T does and introduces one by one. After Ss guess, T needs to confirm the correct answer and show the flashcard of the toys.</li><li>- T reads the word with grammar "What is it? – It's (my ball) as demo twice and then asks Ss to repeat after. Correct the pronunciation if any and have a look at the Ss that do not repeat. T comes to ss place reads then let ss repeat individually</li><li>- T says one to two and uses finger to let ss follow and repeat the word</li></ul>	<ul style="list-style-type: none"><li>- Ss listen to the T's sound and repeat the toy names.</li><li>- Ss listen to T and repeat after T reads the word with the grammar "– It's (my ball)".</li><li>- Ss listen to T and repeat after T reads the word "one"; "two"</li></ul>	<ul style="list-style-type: none"><li>- T gives stars for the team ss which has read and act good.</li></ul>	<ul style="list-style-type: none"><li>- Introduce the new content.</li></ul>

<b>3. Practice (7-8 minutes)</b>	<p><i>Practice vocabulary: I do the game "Bowling".</i></p> <p>- T gives out the instruction for Ss. T prepares 5 plastic cups and one small ball, which can be shape to a small castle. T puts the flashcard on the floor, T calls one by one ss to play, ss has to read the 3 words first then roll the ball to push the castle. Each ss does good will bring 1 point to the team</p> <p>- T confirms the correct answers and compliments to Ss after each turn.</p>	<p>- Ss listen to the teacher's instruction carefully and play the game.</p>	<p>- T gives 2 stars for the team has higher point. Others 1 star</p>	
<b>4. Further practice (5 minutes)</b>	<p><i>Further practice: "Roll the balls on the ground to the Flashcards".</i></p> <p>- T can use teaching tools like some balls to make the game funnier and more interesting, and ask two to three Ss from one teams to join the games. They stand in the starting line, teacher call out the word, after repeating the T ss need to find the Flashcard then roll the ball from the line to the flashcards on the ground.</p>	<p>- Ss join the game, roll the balls to the Flashcard if the ball on the Flashcard will get 2 points, out of Flashcard will have 1 point, T records the point after each turn then count the points for each team at the end of the game.</p>	<p>- T gives stars for teams which has the higher point.</p>	<p>- Create the competency between two ss and practice the words.</p>
<b>5. Consolidation (2-3 minutes)</b>	<p>- T shows the flashcards again and lets Ss to repeat.</p> <p>- Singing "Good Bye" song</p>	<p>- Ss repeat after T.</p> <p>- Count the stars with T.</p>		<p>Help Ss remember what they've learnt today.</p>

## LESSON PLAN

*Book: MY LITTLE FUN*

*Week/ Period:*

*School:*

*Grade: 3 years old*

*Date of teaching:*

*Teacher's name:*

### Unit 4 – My Toys – Lesson 2

#### I. OBJECTIVES:

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

- Ask and answer questions about toys.
- Identify and name toys.

#### LANGUAGE FOCUS:

- Vocabulary: ball, car, doll.
- Grammar: What is it? – It's (my ball); Maths: Number 1 & 2

#### II. TEACHING AID:

- Using teaching materials: chalk, board, flashcards, (sticky) ball, stickers ...

#### III. TEACHING PROCEDURES:

Steps /time	Teacher's activities	Students' activities	Others	Purpose
<b>1. Warm up (5 minutes)</b>	<ul style="list-style-type: none"> <li>- Teacher (T) comes to the class and asks the students (Ss) to stand up to greet together: "Hello Students".</li> <li>- T plays the song "Hello" and asks Ss to sing along.</li> </ul>	<ul style="list-style-type: none"> <li>- Greetings.</li> <li>- Stand up, listen to the song, sing along and act out following the song.</li> </ul>		<ul style="list-style-type: none"> <li>- Create the funny and interesting atmosphere before learning the new lesson.</li> </ul>
<b>2. Presentation (10 minutes)</b>	<p><b>Introduce vocabulary: ball, car, doll</b></p> <ul style="list-style-type: none"> <li>- T does and introduces one by one. After Ss guess, T needs to confirm the correct answer and show the flashcard of the toys.</li> <li>- T reads the word with grammar "What is it? – It's (my ball) as demo twice and then asks Ss to repeat after. Correct the pronunciation if any and have a look at the Ss that do not repeat. T comes to ss place reads then let ss repeat individually</li> <li>- T says one to two and uses finger to let ss follow and repeat the word</li> </ul>	<ul style="list-style-type: none"> <li>- Ss listen to the T's sound and repeat the toy names.</li> <li>- Ss listen to T and repeat after T reads the word with the grammar "– It's (my ball)".</li> <li>- Ss listen to T and repeat after T reads the word "one"; "two"</li> </ul>	<ul style="list-style-type: none"> <li>- T gives stars for the team ss which has read and act good.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce the new content.</li> </ul>

<b>3. Practice (7-8 minutes)</b>	<p><i>Practice vocabulary: T do the game "Hit the Flashcard".</i></p> <ul style="list-style-type: none"> <li>- T gives out the instruction for Ss. Each team has 1 person to play this game, they have to stand two opposite starting line. When T call out a name of toys, ss have run and hit the Flashead then read the toy names.</li> <li>- T confirms the correct answers and compliments to Ss after each turn.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss listen to the teacher's instruction carefully and play the game. SS has one point for their team after each turn.</li> </ul>	<ul style="list-style-type: none"> <li>- At the end of the game, T gives 2 stars for the team which has the higher point.</li> <li>Others 1 star.</li> </ul>	<ul style="list-style-type: none"> <li>- Create the competency between ss and practice the words</li> </ul>
<b>4. Further practice (5 minutes)</b>	<p><i>Further practice: "Green lights and Red light".</i></p> <ul style="list-style-type: none"> <li>- T stands in front of the class. Each team has 4 ss stand in the starting line, every students has one flashcard. When start the game, ss walks slowly to the T, T calls out the face parts, ss have to raise the Flashead up in each turn, then T turns around to see any ss are moving, at that time ss has to stop moving if moving will be out. The ss comes to the T place wins the game.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss win the game, will have 2 points for the team, other will have 1 point for the team.</li> </ul>	<ul style="list-style-type: none"> <li>- T gives stars for teams which has the higher point.</li> </ul>	<ul style="list-style-type: none"> <li>- Create the competency between two ss and practice the words.</li> </ul>
<b>5. Consolidation (2-3 minutes)</b>	<ul style="list-style-type: none"> <li>- T shows the flashcards again and lets Ss to repeat.</li> <li>- Singing "Good Bye" song</li> </ul>	<ul style="list-style-type: none"> <li>- Ss repeat after T.</li> <li>- Count the stars with T.</li> </ul>		<ul style="list-style-type: none"> <li>Help Ss remember what they've learnt today.</li> </ul>

## LESSON PLAN

Book: *MY LITTLE FUN*

Week/ Period:

School:

Grade: 3 years old

Date of teaching:

Teacher's name:

### Unit 4 – My Toys – Lesson 3

#### I. OBJECTIVES:

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

- Ask and answer questions about toys.
- Identify and name toys.

#### LANGUAGE FOCUS:

- Vocabulary: ball, car, doll.
- Grammar: What is it? – It's (my ball); Math's: Number 1 & 2

#### II. TEACHING AID:

- Using teaching materials: chalk, board, flashcards, (sticky) ball, stickers ...

#### III. TEACHING PROCEDURES:

Steps /time	Teacher's activities	Students' activities	Others	Purpose
1. Warm up (5 minutes)	<ul style="list-style-type: none"><li>- Teacher (T) comes to the class and asks the students (Ss) to stand up to greet together: "Hello Students".</li><li>- Let's dance "waka waka"</li></ul>	<ul style="list-style-type: none"><li>- Greetings.</li><li>- Stand up, let's dance with T</li></ul>		<ul style="list-style-type: none"><li>- Create the funny and interesting atmosphere before learning the new lesson.</li></ul>
2. Presentation (10 minutes)	<p><b>Review vocabulary:</b> ball, car, doll</p> <ul style="list-style-type: none"><li>- T show again the flashcash and ask ss read aloud the words.</li><li>- T reads the word with grammar "What is it? – It's (my ball) as demo once and then asks Ss to repeat after. Correct the pronunciation if any and have a look at the Ss that do not repeat.</li><li>- T comes to ss place reads then let ss repeat individually.</li><li>- T uses finger for showing the numbers to let ss guess the words and call out the ss to repeat the word with T</li></ul>	<ul style="list-style-type: none"><li>- Ss look at the flashcash and read aloud the words.</li><li>- Ss listen to T and repeat after T reads the word with the grammar "– It's (my ball)".</li><li>- Ss listen to T and repeat after T reads the word "one"</li></ul>		<ul style="list-style-type: none"><li>- Review content.</li></ul>

<b>3. Practice (7-8 minutes)</b>	<p><i>Practice vocabulary: T do the game "Look at the opposite direction of the Flashcard".</i></p> <ul style="list-style-type: none"> <li>- T gives out the instruction for Ss. T calls 3 people of one team to play this game, they have to line up in one line. When T show the Flashcard, ss have to read the word, T put the Flashcard in 4 positon Up, Down, Left or Right then ss has to turn the head in the opposition direction with the Flashcard. Each ss 1 Flashcard, 3 to 4 turns with Flashcard direction.</li> <li>- T confirms the correct answers and compliments to Ss after each turn.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss listen to the teacher's instruction carefully and play the game.</li> </ul>	<ul style="list-style-type: none"> <li>- T gives 2 stars for ss team which has the best performance. Others 1 star</li> </ul>	<ul style="list-style-type: none"> <li>- Create the competency between ss and practice the words</li> </ul>
<b>4. Further practice (5 minutes)</b>	<p><i>Further practice: "Brings me the correct Flashcard".</i></p> <ul style="list-style-type: none"> <li>- T hides the words on the Flashcard, shows the blank side, T calls out the toys, and ask two Ss to find and bring the correct Flashcard to the teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Ss join the game, bring the correct Flashcard first will have 2 points for the team, second team will have 1 point.</li> </ul>	<ul style="list-style-type: none"> <li>- T gives stars for ss team which has higher points.</li> </ul>	<ul style="list-style-type: none"> <li>- Create the competency between two ss and practice the words.</li> </ul>
<b>5. Consolidation (2-3 minutes)</b>	<ul style="list-style-type: none"> <li>- T retells the contents of the lesson.</li> <li>- T shows the flashcards again and lets Ss to repeat.</li> <li>- Singing "Good Bye" song</li> </ul>	<ul style="list-style-type: none"> <li>- Ss repeat after T.</li> <li>- Count the stars with T.</li> </ul>		<ul style="list-style-type: none"> <li>Help Ss remember what they've learnt today.</li> </ul>

## LESSON PLAN

Book: *MY LITTLE FUN*

Week/ Period:

School:

Grade: 3 years old

Date of teaching:

Teacher's name:

### Unit 4 – My Toys – Lesson 4

#### I. OBJECTIVES:

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

- Ask and answer questions about toys.
- Identify and name toys.

#### LANGUAGE FOCUS:

- Vocabulary: ball, car, doll.
- Grammar: What is it? – It's (my ball); Math's: Number 1 & 2

#### II. TEACHING AID:

- Using teaching materials: chalk, board, flashcards, (sticky) ball, stickers ...

#### III. TEACHING PROCEDURES:

Steps /time	Teacher's activities	Students' activities	Others	Purpose
1. Warm up (5 minutes)	<ul style="list-style-type: none"><li>- Teacher (T) comes to the class and asks the students (Ss) to stand up to greet together: "Hello Students".</li><li>- Let's dance "waka waka"</li></ul>	<ul style="list-style-type: none"><li>- Greetings.</li><li>- Stand up, let's dance with T</li></ul>		- Create the funny and interesting atmosphere before learning the new lesson.
2. Presentation (10 minutes)	<p><i>Review vocabulary: ball, car, doll</i></p> <ul style="list-style-type: none"><li>- T show again the flashcard and ask Ss read aloud the words.</li><li>- T reads the word with grammar "What is it? – It's (my ball)" as demo once and then asks Ss to repeat after. Correct the pronunciation if any and have a look at the Ss that do not repeat.</li><li>- T comes to Ss place reads then let Ss repeat individually</li><li>- T uses finger for showing the numbers to let Ss guess the words and call out the Ss to repeat the word with T</li></ul>	<ul style="list-style-type: none"><li>- Ss look at the flashcard and read aloud the words.</li><li>- Ss listen to T and repeat after T reads the word with the grammar "– It's (my ball)".</li><li>- Ss listen to T and repeat after T reads the word "one"</li></ul>		- Review content.

<b>3. Practice (7-8 minutes)</b>	<p><i>Practice vocabulary: T do the game "Look at the opposite direction of the Flashcard"</i></p> <ul style="list-style-type: none"> <li>- T gives out the instruction for Ss. T calls 3 people of one team to play this game, they have to line up in one line. When T show the Flashcard, ss have to read the word, T put the Flashcard in 4 positon Up, Down, Left or Right then ss has to turn the head in the opposition direction with the Flashcard. Each ss 1 Flashcard, 3 to 4 turns with Flashcard direction.</li> <li>- T confirms the correct answers and compliments to Ss after each turn.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss listen to the teacher's instruction carefully and play the game</li> </ul>	<ul style="list-style-type: none"> <li>- T gives 2 stars for ss team which has the best performance. Others 1 star</li> </ul>	<ul style="list-style-type: none"> <li>- Create the competency between ss and practice the words</li> </ul>
<b>4. Further practice 5 minutes)</b>	<p><i>Further practice: "Brings me the correct Flashcard".</i></p> <ul style="list-style-type: none"> <li>- T hides the words on the Flashcard, shows the blank side, T calls out the toys, and ask two Ss to find and bring the correct Flashcard to the teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Ss join the game, bring the correct Flashcard first will have 2 points for the team, second team will have 1 point.</li> </ul>	<ul style="list-style-type: none"> <li>- T gives stars for ss team which has higher points.</li> </ul>	<ul style="list-style-type: none"> <li>- Create the competency between two ss and practice the words.</li> </ul>
<b>5. Consolidation (2-3 minutes)</b>	<ul style="list-style-type: none"> <li>- T retells the contents of the lesson.</li> <li>- T shows the flashcards again and lets Ss to repeat.</li> <li>- Singing "Good Bye" song</li> </ul>	<ul style="list-style-type: none"> <li>- Ss repeat after T.</li> <li>- Count the stars with T.</li> </ul>		<ul style="list-style-type: none"> <li>Help Ss remember what they've learnt today.</li> </ul>

## LESSON PLAN

Book: *MY LITTLE FUN*

Week/ Period:

School:

Grade: 3 years old

Date of teaching:

Teacher's name:

### Unit 4 – My Toys – Lesson 5

#### I. OBJECTIVES:

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

- Ask and answer questions about toys.
- Identify and name toys.

#### LANGUAGE FOCUS:

- Vocabulary: ball, car, doll.
- Grammar: What is it? – It's (my ball); Math's: Number 1 & 2

#### II. TEACHING AID:

- Using teaching materials: chalk, board, flasheards, (sticky) ball, stickers ...

#### III. TEACHING PROCEDURES:

Steps /time	Teacher's activities	Students' activities	Others	Purpose
1. Warm up (5 minutes)	<ul style="list-style-type: none"><li>- Teacher (T) comes to the class and asks the students (Ss) to stand up to greet together: "Hello Students".</li><li>- T plays the song "Hello"</li></ul>	<ul style="list-style-type: none"><li>- Greetings.</li><li>- Stand up, listen to the song, sing along and act out following the song.</li></ul>		<ul style="list-style-type: none"><li>- Create the funny and interesting atmosphere before learning the new lesson.</li></ul>
2. Presentation (10 minutes)	<p><i>Review vocabulary: ball, car, doll</i></p> <ul style="list-style-type: none"><li>- T does and introduces one by one. After T speak, ss needs to repeat.</li><li>- T reads the word with grammar "What is it? – It's (my ball) as demo once and then asks Ss to repeat after. Correct the pronunciation if any and have a look at the Ss that do not repeat.</li><li>- T comes to ss place reads then let ss repeat individually.</li><li>- T uses finger for showing the numbers to let ss guess the words and call out the ss to repeat the word with T</li></ul>	<ul style="list-style-type: none"><li>- Ss listen to the T's sound and repeat the toy names.</li><li>- Ss listen to T and repeat after T reads the word with the grammar "– It's (my ball)".</li><li>- Ss listen to T and repeat after T reads the word "one". If the ss answer good will have a high five.</li></ul>		<ul style="list-style-type: none"><li>- Review content.</li></ul>

<b>3. Practice (7-8 minutes)</b>	<p><i>Practice vocabulary: T do the game "Bowling".</i></p> <p>- T gives out the instruction for Ss. T prepares 5 plastic cups and one small ball, which can be shape to a small castle. T puts the flashcard on the floor, T calls one by one ss to play, ss has to read the 3 words first then roll the ball to push the castle. Each ss does good will bring 1 point to the team</p> <p>- T confirms the correct answers and compliments to Ss after each turn.</p>	<p>- Ss listen to the teacher's instruction carefully and play the game.</p>	<p>- T gives 2 stars for the team has higher point. Others 1 star</p>	<p>- Create the competency between ss and practice the words</p>
<b>4. Further practice (5 minutes)</b>	<p><i>Further practice: "Brings me the correct Flashcard".</i></p> <p>- T hides the words on the Flashcard, shows the blank side, T calls out the toy words, and ask two Ss to find and bring the correct Flashcard to the teachers</p>	<p>- Ss join the game, bring the correct Flashcard first will have 2 points for the team, second will have 1 point for the team.</p>	<p>- T gives 2 stars for team which has the higher points. Other 1 star</p>	<p>- Create the competency between two ss and practice the words.</p>
<b>5. Consolidation (2-3 minutes)</b>	<p>- T shows the flashcards again and lets Ss to repeat.</p> <p>- Singing "Good Bye" song</p>	<p>- Ss repeat after T.</p> <p>- Count the stars with T.</p>		<p>Help Ss remember what they've learnt today.</p>

## LESSON PLAN

Book: *MY LITTLE FUN*

Week/ Period:

School:

Grade: 3 years old

Date of teaching:

Teacher's name:

### Unit 4 – My Toys – Lesson 6

#### I. OBJECTIVES:

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

- Ask and answer questions about toys.
- Identify and name toys.

#### LANGUAGE FOCUS:

- Vocabulary: ball, car, doll.
- Grammar: What is it? – It's (my ball); Math's: Number 1 & 2

#### II. TEACHING AID:

- Using teaching materials: chalk, board, flashcards, (sticky) ball, stickers ...

#### III. TEACHING PROCEDURES:

Steps /time	Teacher's activities	Students' activities	Others	Purpose
1. Warm up (5 minutes)	<ul style="list-style-type: none"><li>- Teacher (T) comes to the class and asks the students (Ss) to stand up to greet together: "Hello Students".</li><li>- T plays the song "Hello"</li></ul>	<ul style="list-style-type: none"><li>- Greetings.</li><li>- Stand up, listen to the song, sing along and act out following the song.</li></ul>		<ul style="list-style-type: none"><li>- Create the funny and interesting atmosphere before learning the new lesson.</li></ul>
2. Presentation (10 minutes)	<p><i>Review vocabulary: ball, car, doll</i></p> <ul style="list-style-type: none"><li>- T does and introduces one by one. After T speak, ss needs to repeat.</li><li>- T reads the word with grammar "What is it? – It's (my ball) as demo once and then asks Ss to repeat after. Correct the pronunciation if any and have a look at the Ss that do not repeat.</li><li>- T comes to ss place reads then let ss repeat individually.</li><li>- T uses finger for showing the numbers to let ss guess the words and call out the ss to repeat the word with T</li></ul>	<ul style="list-style-type: none"><li>- Ss listen to the T's sound and repeat the toy names.</li><li>- Ss listen to T and repeat after T reads the word with the grammar "– It's (my ball)".</li><li>- Ss listen to T and repeat after T reads the word "one". If the ss answer good will have a high five.</li></ul>		<ul style="list-style-type: none"><li>- Review content.</li></ul>

<b>3. Practice (7-8 minutes)</b>	<p><b>Practice vocabulary:</b> T do the game "Bowling".</p> <ul style="list-style-type: none"> <li>- T gives out the instruction for Ss. T prepares 5 plastic cups and one small ball, which can be shape to a small castle. T puts the flashcard on the floor, T calls one by one ss to play, ss has to read the 3 words first then roll the ball to push the castle. Each ss does good will bring 1 point to the team</li> <li>- T confirms the correct answers and compliments to Ss after each turn.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss listen to the teacher's instruction carefully and play the game.</li> </ul>	<ul style="list-style-type: none"> <li>- T gives 2 stars for the team has higher point. Others 1 star</li> </ul>	<ul style="list-style-type: none"> <li>- Create the competency between ss and practice the words</li> </ul>
<b>4. Further practice (5 minutes)</b>	<p><b>Further practice:</b> "Brings me the correct Flashcard".</p> <ul style="list-style-type: none"> <li>- T hides the words on the Flashcard, shows the blank side, T calls out the toy words, and ask two Ss to find and bring the correct Flashcard to the teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Ss join the game, bring the correct Flashcard first will have 2 points for the team, second will have 1 point for the team.</li> </ul>	<ul style="list-style-type: none"> <li>- T gives 2 stars for team which has the higher points. Other 1 star</li> </ul>	<ul style="list-style-type: none"> <li>- Create the competency between two ss and practice the words.</li> </ul>
<b>5. Consolidation (2-3 minutes)</b>	<ul style="list-style-type: none"> <li>- T shows the flashcards again and lets Ss to repeat.</li> <li>- Singing "Good Bye" song</li> </ul>	<ul style="list-style-type: none"> <li>- Ss repeat after T.</li> <li>- Count the stars with T.</li> </ul>		<ul style="list-style-type: none"> <li>Help Ss remember what they've learnt today.</li> </ul>



## MY LITTLE FUN – BOOK 1

### LESSON: UNIT 5 - ACTIVITY 1: LET'S LISTEN.

#### *1. Objective:*

At the end of the lesson, children can:

- Recognize parts of the face
- Repeat the names of parts of the face.

#### *2. Target content:*

- New words: eye, nose, mouth, ear
- Review words and structures: Nam, ball, car, doll; It's (a ball).

#### *3. Extension languages:*

- Extended structure: What's this?
- Voice commands & Classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; Look and listen; Listen again.

#### *4. Teaching tools and materials:*

- Class Book page 38
- Audio track 26
- Cards from toys and cards from facial parts: ball, car, doll, eye, nose, mouth, ear
- Unit 5 situation painting
- Magnifying glass
- 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	Greet and sing	<ul style="list-style-type: none"> <li>* Goal: help children get ready for lessons; Review toys.</li> <li>- The teacher greets the children and asks them to stand up.</li> <li>- The teacher plays the song Hello and asks children to sing and move along with the song.</li> </ul>
		Card from		Look, listen and respond	<ul style="list-style-type: none"> <li>- Toy review: The teacher holds up each card from the toy in turn and asks: What's this? Children answer It's (a ball).</li> </ul>
2. Form knowledge	7	Card from	Class	Listen and observe	<ul style="list-style-type: none"> <li>* Objective: introduce parts of the face.</li> <li>- The teacher tells the children that they will learn vocabulary about faces.</li> <li>- The teacher puts the word cards on the board in the following order: eye, ear, nose, mouth.</li> </ul>
				Look, listen and repeat	<ul style="list-style-type: none"> <li>- The teacher says Look, then points to each word card in turn and says the corresponding vocabulary. Repeat the activity.</li> <li>- The teacher says Look and listen. The teacher turns on the audio and points to the word cards corresponding to the audio.</li> <li>- Teacher says Listen again. Turn on the audio and pause after each word. The teacher asks the children to repeat in unison, then calls a few children to repeat.</li> </ul>
3. Practice	6	Class Book; Situational painting; Audio	Class	Look, point	<ul style="list-style-type: none"> <li>* Objective: to help children practice recognizing and repeating the parts of the face.</li> <li>- The teacher gives the book to the children and instructs them to open page 38. Project the picture of the situation on the screen or attach the picture to the board.</li> <li>- The teacher asks the children to point to the character Nam in the picture and call Nam's name.</li> </ul>

# MY LITTLE FUN – BOOK 1

## LESSON: UNIT 5 - ACTIVITY 1: LET'S LISTEN.

### *1. Objective:*

At the end of the lesson, children can:

- Recognize parts of the face
- Repeat the names of parts of the face.

### *2. Target content:*

- New words: eye, nose, mouth, ear
- Review words and structures: Nam, ball, car, doll; It's (a ball).

### *3. Extension languages:*

- Extended structure: What's this?
- Voice commands & Classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; Look and listen; Listen again.

### *4. Teaching tools and materials:*

- Class Book page 38
- Audio track 26
- Cards from toys and cards from facial parts: ball, car, doll, eye, nose, mouth, ear
- Unit 5 situation painting
- Magnifying glass
- Computer with internet connection and MyLittleFun application

### *Procedure:*

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
				Listen, repeat and point	<ul style="list-style-type: none"> <li>- Tell the children that they will be able to identify parts of the male face.</li> </ul>
4. Application	6		Class	Listen, point and talk	<ul style="list-style-type: none"> <li>- The teacher turns on the audio, stops after each word and asks the children to point to parts of Nam's face.</li> <li>- The teacher turns on the audio again. Ask children to listen, repeat the word and point to the corresponding parts.</li> </ul>
5. Summary	3	Situational painting	Class	Look, repeat, sing goodby e	<ul style="list-style-type: none"> <li>* Objective: help children recognize parts of the face and repeat.</li> <li>- The teacher asks the children to stand in a circle. Teacher says Eye. Ask the child to point to the eye and say the word eye out loud.</li> <li>- Repeat the process with the words 'ear', 'nose' and 'mouth'.</li> <li>- Do it 2 to 3 times.</li> </ul>
Expanded activities		Situational painting; Class Book	Class	Watch, listen and point	<ul style="list-style-type: none"> <li>- The teacher in turn holds up each word card for nose, eyes, mouth, and ears, says the words out loud and asks the whole class to repeat them in unison.</li> <li>- The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>

#### Audio scripts(Track 26)

Lesson 1. Let's listen.

Nose. Mouth. Eye. Ear.

**MY LITTLE FUN – BOOK 1**  
**LESSON: UNIT 5 - ACTIVITY 2: LET'S SAY.**

***1. Objective:***

At the end of the lesson, children can:

- Name the parts of the face

***2. Target content:***

- Review words and structures: eye, nose, mouth, ear, Linda, Bessy, mum

***3. Extension languages:***

- Expanded structure: Who is this?
- Voice commands & Classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; Listen and point; Point and say

***4. Teaching tools and materials:***

- Class Book page 39
- Audio track 27
- Cards from facial parts: eyes, nose, mouth, ears
- Unit 5 situation painting
- 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	4	Computer connected to the internet	Class	Greet and sing	<p>* Goal: help children get ready for lessons; Reminds of words referring to parts of the face.</p> <ul style="list-style-type: none"><li>- The teacher greets the children and asks them to stand up.</li><li>- The teacher plays the song Hello and asks children to sing and move along with the song.</li></ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		Situational painting	Whole class 1 individual	Listen, repeat and point	<ul style="list-style-type: none"> <li>The teacher attaches a picture of the situation to the board. The teacher calls a child to the board and stands in front of the situation picture. The teacher says a word, asks the whole class to repeat it and asks the children standing on the board to point to the corresponding part of the face in the situation picture. Continue doing the activity with other children.</li> </ul>
2. Form knowledge	6	Card from Audio	Class	Look, listen and point	<ul style="list-style-type: none"> <li>* Objective: help children recognize parts of the face and repeat.</li> <li>The teacher holds up the word card 'eye' for the children to see. The teacher says Eye and asks the children to repeat it twice. Do the same with 'mouth', 'ear' and 'nose'.</li> <li>The teacher attaches 4 magnetic cards to the board. The teacher says Listen and point. Turn on the audio and ask children to point to the corresponding word cards.</li> </ul>
				Listen, point and talk	<ul style="list-style-type: none"> <li>Teacher says Listen. Point and say. The teacher turns on the audio and stops after each word. Ask children to point to the word cards and say the corresponding words out loud.</li> </ul>
3. Practice	7	Class Book	Class/ Bag	Look, listen and respond	<ul style="list-style-type: none"> <li>* Objective: to help children practice recognizing and saying words for parts of the face.</li> <li>The teacher gives the book to the children and guides them to open page 39.</li> <li>The teacher shows the children a picture in the book and asks them about the characters in the picture. The teacher pointed at Linda and asked Who is this? Ask the child to say Linda. Do the same with the pictures of mother Linda and Bessy.</li> </ul>
				Look, listen and repeat	<ul style="list-style-type: none"> <li>The teacher points to Bessy's nose in the picture and says Nose, nose. Ask the child to repeat and point according to instructions.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
			Point and talk in pairs		<ul style="list-style-type: none"> <li>The teacher asks children to work in pairs. One child says the words, and the other child points to parts of Bessy's face in the picture and repeats the corresponding words.</li> </ul>
4. Application	6	Card from	Group	Listen and tap the corresponding word card	<ul style="list-style-type: none"> <li>* Objective: help children recognize and name parts of the face.</li> <li>The teacher puts the word cards 'eye, nose, mouth, ear' on the board.</li> <li>The teacher divides the class into two groups. Have one child from each group stand at the back of the classroom.</li> <li>The teacher says Eye and asks the two children to race forward, touch the corresponding word card and say Eye out loud. The first child to touch the correct word card will win points for their group. The teacher lets the children play a few times, with other word cards.</li> </ul>
5. Summary	2	Computer connected to the internet	Class	Sing goodbye	<ul style="list-style-type: none"> <li>The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>
Expanded activities			Class	Listen and take action	<ul style="list-style-type: none"> <li>The teacher asks the children to stand in a circle. Ask children to act according to what the teacher says instead of what the teacher does.</li> <li>The teacher points to the nose and says Point to your nose. Ask the child to point to his nose.</li> <li>Next turn, the teacher says Point to your eye but points to his mouth. Children will have to point to their eyes according to the teacher's command. If any child imitates the teacher's actions, they will have to leave the circle and sing a song.</li> <li>Repeat a few times.</li> </ul>

Audio scripts(Track 27)

Lesson 1. Let's say.

MY LITTLE FUN – BOOK 1  
LESSON: UNIT 5 - ACTIVITY 3: LET'S CHANT.

*1. Objective:*

At the end of the lesson, children can:

- Repeat simple sentences: 'This is (my nose)';
- Read the article about the parts of the face

*2. Target content:*

- New structure: This is (my nose).
- Review words: eye, nose, mouth, ear

*3. Extension languages:*

- Voice commands & Classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; Listen and point; Point and say

*4. Teaching tools and materials:*

- Class Book page 40
- Audio tracks 28
- Cards from facial parts: eyes, nose, mouth, ears
- 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	4	Computer connected to the internet	Class	Greet and sing	<p>* Goal: help children get ready for lessons; Review the parts of the face.</p> <ul style="list-style-type: none"><li>- The teacher greets the children and asks them to stand up.</li><li>- The teacher plays the song Hello and asks children to sing and move along with the song.</li></ul>
		Card from		Play the game	'Slap the board' game

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
				'Slap the board'	<ul style="list-style-type: none"> <li>- Teacher lets children stand in two rows. The teacher puts the word cards on the board in random order. The teacher says a word and asks the children at the front of the two rows to run up to the board and slap their hands on the corresponding word card.</li> <li>- Repeat the process with the remaining flashcards. Give stars to the winning team.</li> </ul>
2. Form knowledge	5		Class	Look, listen and repeat	<ul style="list-style-type: none"> <li>* Goal: to help children understand the structure 'This is (my nose)'.</li> <li>- The teacher points to the nose and says My nose. This is my nose. Ask the class to repeat twice. Do the same with 'mouth'.</li> <li>- The teacher points to the eye and says My eye. This is my eye. Ask the class to repeat twice. Do the same with 'ear'.</li> <li>- The teacher points to his nose, ears, mouth, and eyes and says This is my (nose). Ask the whole class to repeat after the teacher. Do it two or three times.</li> </ul>
3. Practice	8	Class Book Audio	Class	Listen and read along with the rhyme	<ul style="list-style-type: none"> <li>* Objective: to help children learn rhymes and repeat the words of rhymes.</li> <li>- The teacher says Let's listen. Ask children to listen to the entire rhyme twice.</li> <li>- Teacher says Let's chant along. Turn the audio back on and pause after each sentence. Ask children to listen and repeat each sentence of the rhyme two or three times and point to the corresponding parts of the face.</li> </ul>
4. Application	6	Class Book Audio	Class	Clap your hands and read the rhyme	<ul style="list-style-type: none"> <li>* Objective: help children read rhymes rhythmically.</li> <li>- The teacher creates a rhythm for the children to clap their hands to the beat and read the whole rhyme twice.</li> <li>- The teacher turns on the audio and encourages children to read along with the rhyme.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
				to the beat	
5. Summary	2	Computer with internet	Class	Sing goodbye	<ul style="list-style-type: none"> <li>The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>
Expanded activities			Class	Read rhymes at different speeds	<ul style="list-style-type: none"> <li>The teacher asked the whole class to stand up. In the first turn, the teacher reads the rhyme at a slow speed and asks children to read along at the same speed.</li> <li>The second round, encourage children to read the rhyme at their own speed.</li> <li>Gradually increase the speed during the third and fourth readings.</li> </ul>

**Audio scripts(Track 28)**

*Lesson 3. Let's chant.*

*This is my nose. My nose. My nose.*

*This is my mouth. My mouth. My mouth.*

*This is my eye. My eyes. My eyes.*

*This is my ear. My ear. My ear.*

# MY LITTLE FUN – BOOK 1

## LESSON: UNIT 5 - ACTIVITY 4: MATCH!

### ***1. Objective:***

At the end of the lesson, children can:

- Recognize facial parts through listening activities
- Connect similar face parts

### ***2. Target content:***

- Review words: eye, nose, mouth, ear
- Review structure: Hello, I'm Linda; This is my (nose).

### ***3. Extension languages:***

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

### ***4. Teaching tools and materials:***

- Class Book page 41
- Audio track 29
- Cards from facial parts and family members: eye, nose, mouth, ear, mum, dad, brother, sister
- Puppets (Linda)
- Computer with internet connection and MyLittleFun application
- Pencils, crayons

### **Procedure:**

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Warm-up and Review	4	Computer connected to	Class	Greet and sing	<p>* Goal: help children get ready for lessons; Review the parts of the face.</p> <p>- The teacher greets the children and asks them to stand up.</p>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		the internet Card from	Class/ Individual	Look and say the word	<ul style="list-style-type: none"> <li>The teacher plays the song Hello and asks children to sing and move along with the song.</li> <li>Teacher puts cards from facial parts on the table. Ask a child to come up and choose a word card. At the same time, ask the whole class to read the corresponding word aloud.</li> <li>Do the same with other word cards.</li> </ul>
2. Form knowledge	6	Puppets Card from	Class	Observe and listen	<ul style="list-style-type: none"> <li>* Goal: help children recognize similar facial parts.</li> <li>The teacher holds up the Linda character puppet and says Hello, I'm Linda.</li> <li>The teacher pointed at Linda's eyes and said This is my eye. Bring the word card 'eye' close to Linda's puppet's eye.</li> <li>The teacher attaches the Linda puppet and the 'eye' word card to the board, uses chalk to draw a line from the word card to the Linda puppet's eye.</li> <li>Do the same with other parts of Linda's face.</li> </ul>
3. Practice	7	Class Book; Audio; Wax pencil	Class	Look and talk Look and imitate actions	<ul style="list-style-type: none"> <li>* Objective: to help children practice recognizing parts of the face through listening and connecting the parts <ul style="list-style-type: none"> <li>The teacher gives the book to the children and guides them to open page 41. Point to the 4 circles containing the parts of the face and ask the children to say the corresponding words (eye, ear, mouth, nose).</li> <li>The teacher tells the children that they will match those parts with the same parts on Linda's face.</li> </ul> </li> <li>The teacher points to Linda's eyes in the character picture and says Eye. The teacher points to the eye in the small circle on the left and says Eye. The teacher uses his finger to connect two pictures as a model for the children, and asks the children to imitate the actions.</li> <li>Do the same with other facial parts.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
				Listen and match the pictures	<ul style="list-style-type: none"> <li>- The teacher says Listen and match. Ask children to listen and use a pencil or crayon to connect similar parts.</li> </ul>
4. Application	5	Class Book	Class	Share the link	<ul style="list-style-type: none"> <li>* Objective: help children recognize and connect similar facial parts</li> <li>- Ask children to share their connections with their classmates.</li> </ul>
5. Summary	3	Computer connected to the internet	Class	Sing goodbye	<ul style="list-style-type: none"> <li>- The teacher shows the picture of Linda on page 41 to the children, points to different parts and asks the children to say the word.</li> <li>- The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>
Expanded activities		Card from	Group	Listen, choose the word card and attach it to the appropriate position	<ul style="list-style-type: none"> <li>- The teacher divides the class into two large groups and stands in two rows.</li> <li>- Use cards from Nam's family members (mum, dad, brother, sister). Attach a magnetic card to the board.</li> <li>- Place the flashcards for the parts of the face on the table.</li> <li>- The teacher says a word (eye, nose, ear, mouth) and asks the children at the head of each row to run to the table and choose a word card to attach next to that part of the character's face in the word card on the board.</li> <li>- For each correct word card, children receive 1 star. The group with more stars is the winning group.</li> </ul>

### Audio scripts(Track 29)

#### Lesson 4. Match!

*One nose.*

*One mouth.*

*One eye.*

*One ear.*

## MY LITTLE FUN – BOOK 1

### LESSON: UNIT 5 - ACTIVITY 5: DRAW!

#### ***1. Objective:***

At the end of the lesson, children can:

- Name the parts of the face
- Draw and color pictures according to instructions

#### ***2. Target content:***

- Review words: eye, nose, mouth, ear, red, green, yellow

#### ***3. Extension languages:***

- Voice commands & Classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; Let's draw; Let's color

#### ***4. Teaching tools and materials:***

- Class Book page 42
- Cards from facial parts and colors: eye, nose, mouth, ear, red, green, yellow
- Computer with internet connection and MyLittleFun application
- Crayon

#### **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	Greet and sing	<p>* Goal: help children get ready for lessons; Review the colors.</p> <ul style="list-style-type: none"><li>- The teacher greets the children and asks them to stand up.</li><li>- The teacher plays the song Hello and asks children to sing and move along with the song.</li></ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		Card from	Class	Point, listen and repeat	<ul style="list-style-type: none"> <li>- The teacher holds up the green word card, points to the word card and says Green. Ask the whole class to repeat in unison.</li> <li>- Do the same with the remaining color word cards (red, yellow).</li> <li>- In the second turn, the teacher transfers the word cards faster and asks the children to read the names of the color words in unison.</li> </ul>
2. Form knowledge	5	Class Book	Class	Observe, listen and repeat	<ul style="list-style-type: none"> <li>* Objective: help children recognize parts of the face.</li> <li>- The teacher holds up page 42 of the Class Book or projects page 42 on the screen.</li> <li>- The teacher pointed to the boy's ear in the book and said Ear. Ask the whole class to repeat the word.</li> </ul>
				Listen and observe	<ul style="list-style-type: none"> <li>- The teacher explains to the children that the boyfriend and girlfriend in the photo are missing some parts of their faces.</li> <li>- The teacher says Let's draw. The teacher draws two eyes on the girl's face to model for the children.</li> <li>- Similarly, the teacher adds a nose and mouth to the girl's face.</li> <li>- The teacher says Let's color. The teacher uses crayons to color the girl's eyes to model for the children.</li> </ul>
3. Practice	9	Class Book	Individual	Painting and drawing	<ul style="list-style-type: none"> <li>* Objective: to help children practice drawing and coloring faces.</li> <li>- The teacher gives the book to the children and guides them to open page 42.</li> <li>- The teacher asks the children to complete the drawing and color the girl's face. The teacher moves around the classroom and assists children if needed.</li> <li>- Repeat the process for your boyfriend's face.</li> </ul>
4. Application	4	Class Book	Class/ Bag	Share drawing	* Goal: help children share and describe their drawings.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
				s and talk	<ul style="list-style-type: none"> <li>- The teacher lets the children share their pictures with their classmates.</li> <li>- Ask children to point to the face parts in the picture and say the corresponding words.</li> </ul>
5. Summary	2	Computer connected to the internet	Class	Sing goodbye	<ul style="list-style-type: none"> <li>- The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>
Expanded activities		White paper; Crayon	Individual	Painting and drawing	<ul style="list-style-type: none"> <li>- The teacher gives each child a blank piece of paper. Ask children to draw their own faces and color them.</li> <li>- When the children finish, the teacher calls a few children to stand up, point to the face parts in the picture and say This is my (nose).</li> </ul>

**MY LITTLE FUN – BOOK 1**  
**LESSON: UNIT 5 - ACTIVITY 6: COUNT TO 2.**

***1. Objective:***

At the end of the lesson, children can:

- Count to 2.

***2. Target content:***

- Review words: two (2), eye, ear

***3. Extension languages:***

- Phrase: Two (eyes)

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

***4. Teaching tools and materials:***

- Class Book page 43

- Word cards: eye, ear; number card: number 2

- Audio tracks 28

- Computer with internet connection and MyLittleFun application

- Pencil

**Procedure:**

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Warm-up and Review	3	MLF application	Class	Greet and sing	<p>* Goal: help children get ready for lessons; Review the parts of the face.</p> <ul style="list-style-type: none"><li>- The teacher greets the children and asks them to stand up.</li><li>- Play the rhyme from Unit 5 (Track 28) and ask children to sing along, pointing to the parts of their face as they sing.</li></ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
2. Form knowledge	4	Number card	Class	Observe, listen and repeat	<ul style="list-style-type: none"> <li>* Objective: children recognize number 2.</li> <li>- The teacher holds up the word card number 2, says Two and asks the children to repeat.</li> <li>- GC pointed at his eyes and said Let's count. Then count One, two. Ask the child to repeat twice.</li> <li>- The teacher holds up word card number 2 with one hand, and with the other hand points to his eyes. The teacher says Two, then continues to say Two eyes. Ask the child to repeat twice.</li> </ul>
3. Practice	ten	Class Book; Number card; Card from	Class	Observe, listen and speak	<ul style="list-style-type: none"> <li>* Objective: help children practice counting to 2.</li> <li>- The teacher holds up card number 2, two word cards for eyes and ears, and shows the children one word card at a time. Teacher says Let's count. Ask your child to say Two a few times.</li> <li>- The teacher gives the book to the children and guides them to open the book to page 43.</li> </ul>
			Class/ Individual	Observe, imitate actions and match pictures	<ul style="list-style-type: none"> <li>- The teacher points to the number 2 in the book, says Two, then says Two eyes. The teacher uses his finger to connect the number 2 to the image of eyes in the book. Ask children to imitate the action.</li> <li>- Ask the child to use a pencil to connect the number 2 to the eyes and ears.</li> </ul>
4. Application	5	Class Book	Group	Draw according to the required quantity	<ul style="list-style-type: none"> <li>* Goal: help children count to 2.</li> <li>- Ask children to draw any two objects in the empty rectangle (classroom items, toys, clothes, parts of the face).</li> </ul>
				Share the link Count	<ul style="list-style-type: none"> <li>- The teacher asks children to work in groups, share their sentences and drawings with their friends, and take turns saying:            <i>Two. Two eyes.</i>  <i>Two. Two ears.</i>  <i>Two. Two (cars/ balls/ tables).</i> </li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> <li>- Ask a few children to count the objects/face parts they draw in the rectangle: Two. Two (cars).</li> </ul>
5. Summary	3	Computer connected to the internet	Class	Sing goodbye	<ul style="list-style-type: none"> <li>- The teacher points to parts of his face, says One (nose)/ Two (eyes) and asks the children to repeat twice.</li> <li>- The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>
Expanded activities			Class	Observe and count	<ul style="list-style-type: none"> <li>- The teacher asked the whole class to stand up. Each time, the teacher used his hand to cover a part of his face. For example, the teacher uses his hand to cover his nose, says Let's count and then removes his hand.</li> <li>- At the same time, ask the children to say One, one nose in unison.</li> <li>- Repeat the activity with other parts of the face or with other items in the classroom.</li> </ul>



My  
GIÁM ĐỐC  
Trinh Thị Nguyễn

**MY LITTLE FUN – BOOK 1**  
**LESSON: UNIT 6 - ACTIVITY 1: LET'S LISTEN.**

***1. Objective:***

At the end of the lesson, children can:

- Identify types of simple costumes and accessories
- Repeat the words for clothes

***2. Target content:***

-New words: hat, dress, shirt

- Review words and structures: red, green, yellow, Linda, mum, bag; Who's this?; What's this?; It's...

***3. Extension languages:***

- Voice commands & Classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; Let's learn some clothes today; Look and listen; Listen again.

***4. Teaching tools and materials:***

- Class Book page 44
- Audio tracks 30
- Word cards indicating outfits and colors: hat, dress, shirt, red, green, yellow
- 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	Greet and sing	<p>* Goal: help children get ready for the lesson and review color words</p> <p>- The teacher greets the children and asks them to stand up.</p>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> <li>- The teacher plays the song Hello and asks children to sing and move along with the song.</li> </ul>
		Card from	Class	Play game	<p>Game: Catch me if you can</p> <ul style="list-style-type: none"> <li>- The teacher holds up the color word cards and asks the children to say out loud Red, green, yellow. Change the flashcards at increasing speeds to challenge your child to keep up with the pace.</li> </ul>
2. Form knowledge	7	Class Book; Card from; Audio		Get familiar with the topic	<p>* Objective: introduce words for clothes</p> <ul style="list-style-type: none"> <li>- The teacher tells the children that they will learn some vocabulary on the topic of clothes and clothes: Let's learn some clothes today.</li> </ul>
			Class	Listen and observe	<ul style="list-style-type: none"> <li>- Teacher lets children listen to the audio once first (teacher uses actions to ask children to listen instead of using voice commands)</li> <li>- The teacher in turn holds up each clothing word card and says each word slowly and clearly. Repeat this step again.</li> </ul>
				Observe, listen and repeat	<ul style="list-style-type: none"> <li>- The teacher says Look and listen. Turn on audio. Stop after each word and point to the corresponding word card.</li> <li>- Teacher says Listen again. Turn on audio. Pause after each word. Ask the whole class to repeat in unison, then each child repeats.</li> </ul>
3. Practice	6	Class Book; Audio	Class	Look and listen, understand	<p>* Objective: to help children practice recognizing costumes and accessories and repeating corresponding words</p> <ul style="list-style-type: none"> <li>- The teacher shows the children the picture on page 44. Talk to the children about the picture: Who is this? (Linda, mum); What is this? (A bag). Prompt and lead children to understand in Vietnamese or through actions that Linda and her mother are at a clothing store.</li> </ul>
				Look, listen and talk	<ul style="list-style-type: none"> <li>- The teacher pointed to the yellow hat and said Hat. It's yellow. The teacher continued to point to Linda's dress and said Dress. It's red. The teacher pointed to the shirt that Linda's mother was</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>holding in her hand. The teacher says Shirt and leads the children to say the color of the shirt.</p> <ul style="list-style-type: none"> <li>- The teacher gives the book to the children and guides them to open page 44.</li> </ul>
				Listen, point and repeat	<ul style="list-style-type: none"> <li>- Teacher says Listen. Point. The teacher turns on the audio and stops after each word. Ask children to point to the corresponding objects.</li> <li>- Teacher says Listen. Repeat. Turn the audio back on again. Ask children to listen, repeat words and point to corresponding objects.</li> </ul>
4. Application	6	Card from	Class	Look, listen and repeat	<p>* Objective: Help children recognize clothing items and say the corresponding words</p> <ul style="list-style-type: none"> <li>- The teacher lets the children sit in a circle. The teacher shows the children the word cards for clothes and asks them to repeat the words.</li> <li>- The teacher says the words with different volumes. Ask children to repeat according to the teacher's volume.</li> </ul>
5. Summary	3	Situational painting	Class	Look, repeat, sing goodbye	<ul style="list-style-type: none"> <li>- The teacher calls a child to the board. The teacher points to an outfit the child is wearing and says a word. Children will have to nod or shake their heads (or use gestures) to signal whether the word is correct or incorrect.</li> <li>- The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>
Expanded activities			Class	Listen, point and count	<ul style="list-style-type: none"> <li>- The teacher says the names of the costumes and asks the children to point to the corresponding vocabulary in the picture. Ask children to count the items.</li> </ul>

#### Audio scripts(Track 30)

Lesson 1. Let's listen.

Hat. Shirt. Dress.

**MY LITTLE FUN – BOOK 1**  
**LESSON: UNIT 6 - ACTIVITY 2: LET'S SAY.**

***1. Objective:***

At the end of the lesson, children can:

- Name the words for clothes

***2. Target content:***

- Review words and structures: hat, dress, shirt; What's this; It's...

***3. Extension languages:***

- Voice commands & Classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; Look. Point to...; Listen and point; Point and say; Find and say.

***4. Teaching tools and materials:***

- Class Book page 45
- Audio tracks 31
- Word cards indicating outfits and colors: hat, dress, shirt, red, green, yellow
- Unit 6 situation painting
- 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	4	Computer connected to the internet	Class	Greet and sing	<p>* Goal: help children get ready for lessons; Check to see if your child can recognize the words for clothes</p> <ul style="list-style-type: none"><li>- The teacher greets the children and asks them to stand up.</li><li>- The teacher plays the song Hello and asks children to sing and move along with the song.</li></ul>
		Card from	Class	Look, listen	<ul style="list-style-type: none"><li>- The teacher takes turns holding up the word cards indicating costumes and saying the corresponding words aloud. Ask the child to repeat.</li></ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
2. Form knowledge	6	Class Book	Class	and repeat	<ul style="list-style-type: none"> <li>The teacher holds up the word card 'hat' and says Hat. Ask your child to nod or use hand gestures to show that it is the correct word. Do the same with the other word cards, but say both correct and incorrect words. If the child is interested, the teacher lets them play once or a few times, each time increasing the speed faster.</li> </ul>
				Observe and understand the situation	<ul style="list-style-type: none"> <li>* Goal: help children recognize costumes and accessories and repeat those words</li> <li>The teacher holds up Class Book page 45 for the children to see (or project it on the screen). The teacher talks with children about the characters in the picture (Linda, Linda's mother, Nam, Nam's mother). Suggest to children (in Vietnamese or gestures) that they are at a clothing store.</li> </ul>
				Look and name the outfit	<ul style="list-style-type: none"> <li>The teacher points to the red dress in the picture and says Dress. The teacher pointed at the shirt and asked What's this? Encourage children to name the items in the picture (hat, dress, shirt).</li> </ul>
3. Practice	6	MLF Application;	Class	Look, point	<ul style="list-style-type: none"> <li>The teacher gives the book to the children and guides them to open page 45. The teacher says Look. Point to a dress. Children follow instructions.</li> </ul>
				Listen, point and talk	<ul style="list-style-type: none"> <li>* Objective: help children practice recognizing and saying words for clothes.</li> <li>The teacher says Listen and point. The teacher turns on the audio and asks the children to point to the correct items.</li> <li>Teacher says Listen. Point and say. Turn on audio, pausing after each word. The teacher asks the children to point to each item and say the corresponding word.</li> </ul>
				Find the outfit and talk	<ul style="list-style-type: none"> <li>The teacher says Find and say. Dress! Ask your child to point to any dress he or she sees in the</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					picture and say the word out loud. Do the same with other items.
4. Application	7	MLF Application; Class Book	Class	Look, listen and talk	<ul style="list-style-type: none"> <li>* Objective: help children recognize and name the type of clothing they see</li> <li>- The teacher shows the children the picture in the book. The teacher pointed at the dress and said Look. A dress. The teacher points to other items in the picture and encourages children to say the words out loud (hat, shirt). Repeat two or three times, each time increasing the speed faster.</li> </ul>
		Card from	In pairs	Play the game: Spot the cards	<ul style="list-style-type: none"> <li>- Game: Spot the cards. The teacher calls two children to the board. Ask children to stand with their backs to each other. The teacher gives each child a flashcard indicating their outfit. Teacher counts One, two. The child takes two steps forward, turns his back, and tries to say out loud the name of the item on his friend's flashcard as quickly as possible. Whoever wins wins a star.</li> </ul>
5. Summary	2	Computer connected to the internet	Class	Sing goodbye	<ul style="list-style-type: none"> <li>- The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>
Expanded activities			Class	Observe, guess, say words and simulate actions	<ul style="list-style-type: none"> <li>- The teacher simulates the act of wearing/putting on costumes and accessories and lets children guess what item they are wearing/wearing. Then, the teacher says the name of the item out loud and asks the children to imitate it.</li> </ul>

#### Audio scripts(Track 31)

Lesson 2. Let's say.

Hat. Hat.

Dress. Dress.

**MY LITTLE FUN – BOOK 1**  
**LESSON: UNIT 6 – ACTIVITY 3: LET'S SING.**

***1. Objective:***

At the end of the lesson, children can:

- Repeat simple sentences: This is (a hat).
- Sing along to the song

***2. Target content:***

- New structure: This is (a hat).
- Review words and structures: hat, dress, shirt

***3. Extension languages:***

- Voice commands & Classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; Let's sing.

***4. Teaching tools and materials:***

- Class Book page 46
- Audio tracks 32
- Word cards indicating outfits: hat, dress, shirt
- Unit 6 situation painting
- 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	5	Computer connected to the internet	Class	Greet and sing	<p>* Goal: help children get ready for lessons; Review vocabulary about clothing</p> <ul style="list-style-type: none"><li>- The teacher greets the children and asks them to stand up.</li><li>- The teacher plays the song Hello and asks children to sing and move along with the song.</li></ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		Card from	Class	Look and name the outfit	<ul style="list-style-type: none"> <li>- The teacher puts the outfit word cards on the board, points to a word card and says, for example: Hat. The teacher points to other word cards and asks the children to say the names of the corresponding items in unison.</li> <li>- Game: What's missing? <ul style="list-style-type: none"> <li>+ Review the words you have learned with flashcards again. The teacher puts away one of the flashcards on the board. Point to the blank space (of the magnetic card that was just taken away) and say Hat. Then, point to the other word cards and say Dress. Shirt. Ask the child to repeat.</li> <li>+ Do one more round: Teacher puts away the second word card, points to the blank, remaining word card and says the words. Ask the child to repeat.</li> <li>+ Repeat the process until the teacher has put all the word cards on the board.</li> </ul> </li> </ul>
2. Form knowledge	4	Class Book; MLF application	Class	Observe and learn about paintings	<ul style="list-style-type: none"> <li>* Objective: to help children understand the structure 'This is (a hat)'.</li> <li>- The teacher shows the children the picture in the book and talks with them about the characters in the picture: Linda, Nam, Bessy, Bob.</li> </ul>
				Look, listen and repeat	<ul style="list-style-type: none"> <li>- Direct your child's attention to the items on the clothesline. Point to the items on the clothesline and remind the child about those items.</li> <li>- The teacher points to the first picture and says This is a shirt. Ask the child to repeat. Do the same with 'hat' and 'dress' and have the child repeat the words.</li> <li>- Repeat the process a few more times at varying speeds (faster or slower) to help your child get used to the sentence patterns.</li> </ul>
3. Practice	8	MLF application	Class	Listen and get familiar	* Purpose: to help children learn the song and sing along to each verse of the song

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
				with the song	<ul style="list-style-type: none"> <li>- The teacher gives the book to the children and guides them to open page 46.</li> <li>- The teacher says Listen, then turns on the audio for children to listen to the entire song.</li> </ul>
				Listen, point and sing along to each sentence	<ul style="list-style-type: none"> <li>- The teacher says Let's sing along. Turn on the audio, let children listen and sing along to each sentence, while singing and pointing to the corresponding items on the book page.</li> </ul>
4. Application	6	MLF application	Class	Sing along to the song	<p>* Goal: help children sing along to the song</p> <ul style="list-style-type: none"> <li>- The teacher asks the whole class to stand up and sing the song in groups of 3-4 children.</li> <li>- The teacher asks children to point to pictures of corresponding items in the book or on the screen.</li> </ul>
5. Summary	2	Computer connected to the internet	Class	Sing goodbye	<ul style="list-style-type: none"> <li>- The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>
Expanded activities		Visual aids	Class	<ul style="list-style-type: none"> <li>- Look, listen and repeat</li> <li>- Point and say the name of the outfit</li> </ul>	<ul style="list-style-type: none"> <li>- Play games with visual aids:</li> <li>- The teacher held up a hat and said This is a hat. Ask the child to repeat.</li> <li>- The teacher points to a shirt and a skirt respectively and says This is a shirt. This is a dress. Ask the child to repeat.</li> <li>- Then, ask children to look at the clothes they are wearing and name the items they know.</li> </ul>

### Audio scripts(Track 32)

Lesson 3. Let's sing.

This is a hat. This is a hat.

This is a dress. This is a dress.

This is a shirt. This is a shirt.

## MY LITTLE FUN – BOOK 1

### LESSON: UNIT 6 - ACTIVITY 4: MATCH!

#### *1. Objective:*

At the end of the lesson, children can:

- Recognize costume items through listening activities
- Connect similar items together

#### *2. Target content:*

- Review words and structures: hat, dress, shirt, Linda; This is (a hat).

#### *3. Extension languages:*

- Voice commands & Classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; Look; Find; Find and match.

#### *4. Teaching tools and materials:*

- Class Book page 47
- Audio track 33
- Word cards indicating outfits: hat, dress, shirt
- Unit 6 situation painting
- Computer with internet connection and MyLittleFun application
- Crayon

#### *Procedure:*

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Warm-up and Review	5	Computer connected to the internet	Class	Greet and sing	<p>* Goal: help children get ready for lessons; Review vocabulary about clothing</p> <ul style="list-style-type: none"><li>- The teacher greets the children and asks them to stand up.</li><li>- The teacher plays the song Hello and asks children to sing and move along with the song.</li></ul>



Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities		
		Card from	Individual/ Whole class	Listen, choose the correct word card and speak	<ul style="list-style-type: none"> <li>The teacher puts the cards from the costumes on the board. The teacher says Hat, then takes the word card 'hat' and says slowly This is a hat. The teacher calls a child to the board, then says a word for the outfit. Children will have to choose the correct word card according to the word the teacher just said. Lead the class in saying This is...</li> </ul>		
2. Form knowledge	5	Class Book; MLF application	Class	Look, listen and repeat	<ul style="list-style-type: none"> <li>* Objective: help children recognize costumes of the same type</li> <li>The teacher shows the children page 47 of the Class Book (or shows the picture of page 47 on the screen).</li> <li>The teacher holds up the word card 'hat' and says Look. This is a hat. The teacher moves the card closer to the hat in the picture and says This is a hat. Ask the children to repeat This is a hat.</li> <li>Do the same with the remaining two items: This is a dress/ This is a shirt.</li> <li>If there are suitable items in the class, the teacher should move the corresponding word cards next to those items and repeat the process as above.</li> </ul>		
3. Practice	7	Class Book; MLF Application;	Class	Look, point and talk	<ul style="list-style-type: none"> <li>* Objective: to help children practice recognizing outfits of the same type through listening activities, and matching those items.</li> <li>The teacher gives the book to the children, guides them to open page 47 and talks to them about the character in the picture (Linda).</li> <li>Ask children to focus their attention on the character Linda. The teacher says Find a dress and asks the children to point, then say the names of the items Linda is wearing and holding (hat, dress, shirt).</li> </ul>	Connect the shapes with	<ul style="list-style-type: none"> <li>The teacher points to the hat in the circle and says This is a hat. The teacher pointed to Linda's hat and said This is a hat. The teacher uses his index finger to connect these two items to model for children. Ask children to imitate the action.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
				your fingers Connect pictures with a pen	<ul style="list-style-type: none"> <li>- Do the same with the remaining items.</li> <li>- Teacher says Listen. Find and match. Ask children to listen and use crayons to match outfits of the same type.</li> </ul>
4. Application	6	Card from	Class	Choose the word card, say it and put it in the correct position	<ul style="list-style-type: none"> <li>* Objective: help children recognize outfits of the same type and connection</li> <li>- The teacher places the outfit word cards face down on the table. Ask a child to come forward and choose a word card, for example the card 'dress'. Children must say A dress and tag the word they have chosen next to the picture of the dress in the picture of the lesson.</li> </ul>
5. Summary	2	Computer connected to the internet	Class	Sing goodbye	<ul style="list-style-type: none"> <li>- The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>
Expanded activities			Class	Look, guess, listen and simulate	<ul style="list-style-type: none"> <li>- The teacher simulates wearing an item and lets the children guess what it is.</li> <li>- Then, the teacher takes turns saying the names of the costumes and letting the children do simulation actions to describe those costumes.</li> </ul>

#### Audio scripts(Track 33)

##### Lesson 3. Match!

*A dress.*

*A hat.*

*A shirt.*



**MY LITTLE FUN – BOOK 1**  
**LESSON: UNIT 6 - ACTIVITY 5: COLOUR!**

***1. Objective:***

At the end of the lesson, children can:

- Color the picture according to the instructions
- Name the costumes the child sees

***2. Target content:***

- Review words and structures: hat, dress, shirt, green, red, yellow; Who's this?; What is it?; This is (a hat); It's (green),

***3. Extension languages:***

- Voice commands & Classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; Let's color.

***4. Teaching tools and materials:***

- Class Book page 48
- Magnetic cards and visual aids for costumes (hat, dress, shirt) and color flashcards (red, green, yellow)
- Computer with internet connection and MyLittleFun application
- Pencils, crayons

**Procedure:**

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Warm-up and Review	4	Computer connected to the internet	Class	Greet and sing	<p>* Goal: help children get ready for lessons; Review vocabulary about clothing</p> <ul style="list-style-type: none"><li>- The teacher greets the children and asks them to stand up.</li><li>- The teacher plays the song Hello and asks children to sing and move along with the song.</li></ul>
					<ul style="list-style-type: none"><li>- The teacher helps children review vocabulary about clothes. Then, the teacher says a word and</li></ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
2. Form knowledge	5	Class Book.	Class	Look, listen and respond	<p>asks the children to point to that item on their body, if they have one</p> <p>* Objective: help children recognize different types of costumes</p> <ul style="list-style-type: none"> <li>- The teacher gives the book to the children and guides them to open page 48</li> <li>- The teacher pointed at Linda and asked Who's this? Children answered Linda. Do the same with the character Nam.</li> </ul>
3. Practice	9	Class Book; Crayon	Class/Individual	Observe and recognize	<p>* Objective: help children practice recognizing the colors of costumes and coloring them</p> <ul style="list-style-type: none"> <li>- The teacher pointed at Linda's hat again. The teacher said It's green. The teacher pointed at the hat on the clothesline and said It's green.</li> <li>- The teacher pointed at Nam's shirt. Lead children to say It's red. Point to the shirt on the clothesline and say It's red.</li> </ul>
				Color the outfit	<ul style="list-style-type: none"> <li>- The teacher uses a red crayon as a model. Ask children to follow.</li> <li>- The teacher says Let's color, then takes a red crayon and colors the shirt to model for the children. Ask children to follow.</li> <li>- The teacher waits until the whole class has finished coloring the shirt, then repeats the process with the dress.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
4. Application	5	Class Book	Class	Share and present products	<ul style="list-style-type: none"> <li>* Objective: help children share their coloring products and describe the costumes in the colored pictures</li> <li>- Let children share their coloring products with each other. Ask children to point to each picture and say This is (a shirt). It's (red).</li> </ul>
5. Summary	2	Computer connected to the internet	Class	Sing goodbye	<ul style="list-style-type: none"> <li>- The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>
Expanded activities		White paper, pencil, crayon	Individual	Painting and drawing	<ul style="list-style-type: none"> <li>- The teacher lets the children draw and color the costumes and share them with their friends.</li> </ul>

**MY LITTLE FUN - BOOK 1**  
**LESSON: UNIT 6 - ACTIVITY 6: VALUES**

***1. Objective:***

At the end of the lesson, children can:

- Recognize good behaviors to take care of clothes

***2. Target content:***

- Review words and structures: hello, hat, dress, shirt, green, red, yellow; Who's this?; What is it?; This is (a hat); It's (green),

***3. Extension languages:***

- Words and structures: clean, good, floor, yes, no; Is it good?

- Voice commands & Classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; Let's color.

***4. Teaching tools and materials:***

- Class Book page 48
- Magnetic cards and visual aids for costumes (hat, dress, shirt) and color flashcards (red, green, yellow)
- Puppets (Male, Bob, Bessy)
- Computer with internet connection and MyLittleFun application
- Crayon

**Procedure:**

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Warm-up and Review	4	Computer connected to the internet	Class	Greet and sing	<p>* Goal: help children get ready for lessons; Review characters in books and vocabulary about costumes</p> <ul style="list-style-type: none"><li>- The teacher greets the children and asks them to stand up.</li><li>- The teacher plays the song Hello and asks children to sing and move along with the song.</li></ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		Puppets ; Card from	Class/ Individual	<ul style="list-style-type: none"> <li>- Review the names of the characters</li> <li>- Play Slap the board game</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher raises the puppets one by one and asks the children Who's this? Have children answer the names of the characters: Nam, Bob, Bessy. Again. Instruct children to say Hello to the characters.</li> <li>- Game: Slap the board <ul style="list-style-type: none"> <li>+ Teacher attaches word cards to the middle of the board. Review vocabulary 2 or 3 times with your child.</li> <li>+ Then, the teacher attaches the puppets to the board. Review the characters' names again.</li> <li>+ Teacher calls 2 children to the board, says the name of an outfit and asks them to slap their hands on the correct word card.</li> </ul> </li> </ul>
2. Form knowledge	5	Class Book	Class	<ul style="list-style-type: none"> <li>Recognize the situation in the picture, name the objects in the picture</li> </ul>	<ul style="list-style-type: none"> <li>* Help children understand the content of each picture; Help children think about taking care of their clothes.</li> <li>- The teacher shows the children the pictures on page 49. The teacher points to the first picture and encourages the children to name the character (Nam) and Nam's items (bag, shirt). Prompt (in Vietnamese or gestures/actions) the child to comment on Nam's clothes (clean, good). Teacher asks children Is it good? The teacher models a smiley face, gives a thumbs up and says Yes. Ask children to follow. Repeat 1 more time.</li> <li>- The teacher points to the second picture and encourages children to name the clothes in the picture (shirt, hat). Prompt (in Vietnamese or gestures) children to see where these items are located (on the floor). Teacher asks children Is it good? The teacher models making a sad face, turning his thumb down and saying No. Let children imitate. Then, repeat the process one more time.</li> <li>- Do the same with the remaining two pictures.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
3. Practice	7	Class Book	Class	Observe, listen and imitate	<p>* Goal: to help children demonstrate their ability to understand good and bad behaviors in taking care of their clothes</p> <ul style="list-style-type: none"> <li>- The teacher asked the whole class to stand up. The teacher points to the first picture and says Yes. The teacher models a smile and gives a thumbs up. Let children imitate both the teacher's actions and words.</li> <li>- The teacher points to the second picture and says No. The teacher makes a sad face and turns his thumb down. Have children imitate both actions and words. Do the same with the remaining two pictures.</li> <li>- The teacher does the second round at a faster speed. Do one more round if needed.</li> </ul>
				Observe, answer questions and take action	<ul style="list-style-type: none"> <li>- The teacher calls a child to the board. The teacher points to the first picture and asks Is it good? Guide children to say Yes and take appropriate actions. Call a few more children to the board and repeat the process.</li> <li>- Point to each picture in turn and ask the class Is it good? Ask children to answer and take appropriate actions (make a smiley face/smiley face, thumbs up/thumbs down).</li> </ul>
				Observe and respond	<ul style="list-style-type: none"> <li>- The teacher points to the pictures but in a different order. Children demonstrate their understanding of good and bad behaviors through verbal or action responses.</li> </ul>
4. Application	6	Class Book	Class	Observe, recognize and color	<p>* Help children recognize good and bad behaviors in maintaining clothes and costumes.</p> <ul style="list-style-type: none"> <li>- The teacher gives the book to the children and guides them to open page 49.</li> <li>- The teacher points to the first picture and asks Is it good? Children answered Yes. The model teacher takes a crayon and colors in a smiley face. Ask children to imitate.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> <li>- The teacher points to the second picture and asks Is it good? Children answer No. The model teacher takes a crayon and draws a picture of a sad face. Ask children to follow.</li> <li>- Do the same with the remaining two pictures. This time, suggest to children that they need to color a smiley or sad face and let them do the coloring.</li> <li>- When the child has finished, the teacher checks and comments.</li> </ul>
5. Summary	3	Computer connected to the internet	Class	Sing goodbye	<ul style="list-style-type: none"> <li>- Show children the costume word cards. Lead children to say the names of the items. Move the flashcards quickly and have your child name the items.</li> <li>- The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>
Expanded activities		Visual aids	Class	Observe and respond appropriately	<ul style="list-style-type: none"> <li>- The teacher calls a few children (dressed neatly and cleanly) to the board and asks the whole class Is it good? Children answer Yes and take the appropriate action (smiley face, thumbs up).</li> <li>- Leave clutter in a corner of the classroom (cards, hats, and other items). Ask the class Is it good? The child answers Yes and takes the appropriate action (smiley face, lowers the thumb).</li> </ul>



GIAM ĐỐC

Trinh Thị Nguyễn

## MY LITTLE FUN – BOOK 1

### LESSON: UNIT 7 - ACTIVITY 1: LET'S LISTEN.

#### *1. Objective:*

At the end of the lesson, children can:

- Get to know some pets
- Repeat the names of pets

#### *2. Target content:*

-New words: cat, dog, fish

#### *3. Extension languages:*

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

#### *4. Teaching tools and materials:*

- Class Book page 54
- Audio tracks 37
- Magnetic cards and animal toys for cats, dogs, and fish
- Unit 7 situation painting
- 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 the internet	Class	Greet and sing	<p>* Goal: help children get ready for lessons</p> <ul style="list-style-type: none"><li>- The teacher greets the children and asks them to stand up.</li><li>- The teacher plays the song Hello and asks children to sing and move along with the song.</li></ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
2. Form knowledge	6	Situational painting ; Audio/MLF Application	Class	Look, listen and repeat	<p>* Objective: introduce new language (pets)</p> <ul style="list-style-type: none"> <li>- The teacher shows the whole class the situation picture of Unit 7 or shows the situation picture on the screen.</li> <li>- The teacher points to the picture of the dog and says Look and listen. The teacher says Dog twice. Ask children to look and listen to the word.</li> <li>- The teacher says Listen and repeat. Say Dog again, ask the child to listen and repeat the word a few times.</li> <li>- Do the same with the remaining two pets (cat, fish).</li> </ul>
3. Practice	6	Class Book; Audio/MLF Application	Class	Listen, repeat and point	<p>* Objective: for children to practice recognizing and repeating the names of pets</p> <ul style="list-style-type: none"> <li>- The teacher says Listen and repeat. The teacher turns on the audio, asks children to listen and repeat each word in unison with the whole class, in groups, in pairs and individually. Ask children to talk and point to the corresponding pet in their book (page 54).</li> <li>- The teacher corrects children's pronunciation errors if necessary.</li> </ul>
4. Application	7	Toys/Magnetic cards	Class	Listen, speak, point	<p>* Objective: help children recognize and name pets</p> <ul style="list-style-type: none"> <li>- The teacher lets the children sit in a semicircle. The teacher places animal toys (cat, dog, fish) in front of the children, the toys are arranged separately.</li> <li>- The teacher says Listen and repeat. Ask children to listen and repeat the correct word, pointing to the corresponding pet.</li> </ul>
5. Summary	3	Situational painting	Class	Look, repeat, sing goodbye	<ul style="list-style-type: none"> <li>- The teacher shows the picture of the situation to the children, asks them to look at the picture and repeat the names of the three pets they just learned.</li> <li>- The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
Expanded activities			Class	Listen and imitate the animal	<ul style="list-style-type: none"> <li>- The teacher says the name of a pet and acts to simulate that animal, for example: pretending to be a cat.</li> <li>- The teacher says Let's do together. The teacher says the word again and asks the children to simulate the action with him.</li> <li>- The teacher says one of the words (cat, dog, fish) and asks the children to imitate that animal, with or without the teacher's support.</li> </ul>

### Audio scripts(Track 37)

Lesson 1. Let's listen.

Dog. Cat. Fish.

**MY LITTLE FUN – BOOK 1**  
**LESSON: UNIT 7 - ACTIVITY 2: LET'S SAY.**

***1. Objective:***

At the end of the lesson, children can:

- Name the pets

***2. Target content:***

- Review words: cat, dog, fish

***3. Extension languages:***

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

***4. Teaching tools and materials:***

- Class Book page 55
- Audio tracks 38
- Magnetic cards and animal toys for cats, dogs, and fish
- Unit 6 situation painting
- 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	5	Computer connected to the internet	Class	Greet and sing	<p>* Goal: help children get ready for lessons; Check if your child can recognize the pets they have learned</p> <ul style="list-style-type: none"><li>- The teacher greets the children and asks them to stand up.</li><li>- The teacher plays the song Hello and asks children to sing and move along with the song.</li></ul>
		Card from	Class	Listen, stand up and	<ul style="list-style-type: none"><li>- The teacher lets the children sit on chairs in a semicircle. Give each child a pet word card.</li></ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
			repeat the word		<ul style="list-style-type: none"> <li>- Teacher says Listen. Stand up and repeat. The teacher said Dog. The child with the word card 'dog' will have to stand up, hold up their word card and say Dog out loud.</li> <li>- Repeat the process with other words.</li> </ul>
2. Form knowledge	5	Sing out words; Audio	Class	Look, listen and point	<ul style="list-style-type: none"> <li>* Objective: help children recognize and recall pets</li> <li>- The teacher holds up a word card 'dog' or projects a picture of a dog on the screen.</li> <li>- The teacher says Listen and point. The teacher says Dog twice, asks the children to listen and point to the dog.</li> </ul>
				Point and talk	<ul style="list-style-type: none"> <li>- Teacher says Point and say. The teacher points at the dog and says Dog twice. Ask the class to point at the dog and say the word 'dog' out loud a few times.</li> <li>- Do the same with the remaining two pets (fish, cat).</li> </ul>
3. Practice	6	Class Book; MLF application	Class	Look, listen and repeat	<ul style="list-style-type: none"> <li>* Objective: help children practice recognizing and saying the names of pets</li> <li>- The teacher shows the children page 55 of the Class Book, or shows the picture of the lesson on the screen.</li> <li>- The teacher points to each pet in turn, says the pet's name and asks the children to repeat it.</li> </ul>
				Listen, point and say	<ul style="list-style-type: none"> <li>- Teacher says Listen. Point and say. The teacher turns on the audio, asks children to listen to each word and point to the corresponding pet in the book (page 55) and say their names in pairs.</li> <li>- The teacher walks around the classroom and helps children if needed.</li> </ul>
4. Application	6	Toys/Tags from pets	Class	Point and say the corresponding word	<ul style="list-style-type: none"> <li>* Objective: help children recognize and name pets</li> <li>- Teacher lets children sit in a circle. Place the animal toys in the center of the circle in random order.</li> <li>- Ask each child to point to the pet toys and say the corresponding word.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> <li>- The teacher corrects children's pronunciation if necessary.</li> </ul>
5. Summary	3	Computer connected to the internet	Class	<ul style="list-style-type: none"> <li>- Review vocabulary</li> <li>- Sing goodbye</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher holds up a picture of the situation in the lesson, lets the children look at the picture, listen and repeat the names of the three pets they have learned.</li> <li>- The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>
Expanded activities		Card from	Class	<ul style="list-style-type: none"> <li>- Simulate the animal and guess</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher says the name of a pet and does a simulation, for example, the teacher pretends to be a puppy.</li> <li>- The teacher says Let's do together. The teacher says the word again and asks the children to simulate the movements with him.</li> <li>- The teacher calls a child to the board and holds up a card from pets for the child to see without letting the other children know. Ask the called child to simulate that animal with or without the teacher's help. The other children will have to name the animal they are imitating.</li> <li>- Do the activity with as many children as possible.</li> </ul>

### Audio scripts(Track 38)

*Lesson 2. Let's say.*

*Dog. Dog.*

*Cat. Cat.*

*Fish. Fish.*

# MY LITTLE FUN – BOOK 1

## LESSON: UNIT 7 - ACTIVITY 3: LET'S CHANT.

### ***1. Objective:***

At the end of the lesson, children can:

- Answer a simple question about pets
- Read the rhyme about pets

### ***2. Target content:***

- New structure: What is it?
- Review words and structures: cat, dog, fish; It's...

### ***3. Extension languages:***

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

### ***4. Teaching tools and materials:***

- Class Book page 56
- Audio tracks 39
- Magnetic cards and animal toys for cats, dogs, and fish
- 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	4	Computer connected to the internet	Class	Greet and sing	<ul style="list-style-type: none"><li>* Goal: help children get ready for lessons; Review vocabulary about pets.</li><li>- The teacher greets the children and asks them to stand up.</li><li>- The teacher plays the song Hello and asks children to sing and move along with the song.</li></ul>
		Card from		Play the game	Game: Slap the board

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities		
			'Slap the board'		<ul style="list-style-type: none"> <li>- Teacher lets children stand in two rows. The teacher puts the word cards on the board in random order.</li> <li>- The teacher says a word (name of a pet on the board) and asks the children at the top of the two rows to run up to the board and tap their hands to try the corresponding word.</li> <li>- Repeat the process with the remaining two animals.</li> </ul>		
2. Form knowledge	5	Class Book/ Animal toys	Class	Observe and listen	<ul style="list-style-type: none"> <li>* Goal: to help children understand and answer the simple question 'What is it?'</li> <li>- Teacher holds up a toy dog/shows a picture of a dog on the screen/points to the picture of a dog on page 56 and says A dog.</li> </ul>		
3. Practice	7	Class Book; Audio/MLF Application	Class	Observe and listen	<ul style="list-style-type: none"> <li>* Objective: help children learn the rhyme and read the sentences of the lesson</li> <li>- The teacher shows the children a picture of the lesson on the screen or holds up page 56 of the Class Book for the children to see.</li> <li>- The teacher points to the animal one at a time and asks the children What is it? then answer.</li> </ul>	Listen, repeat and point	<ul style="list-style-type: none"> <li>- The teacher says Let's listen. The teacher turns on the audio of the rhyme and asks children to listen to the rhyme once or twice. Encourage children to clap along to the music.</li> <li>- The teacher says Listen and repeat. Ask children to listen and repeat each sentence of the rhyme several times. Ask your child to read along while</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					pointing to the animals in their book or the picture on the screen.
4. Application	6	Class Book; Audio/MLF Application	Class	Read the rhyme	<ul style="list-style-type: none"> <li>* Objective: children can read rhymes according to rhythm</li> <li>- The teacher lets the children read the rhyme to the whole class, in groups, and in pairs. The teacher lets the children hold toy animals or animal word cards while reading the rhyme.</li> <li>- Change the speed of the rhyme (faster, slower) to make the activity more interesting.</li> </ul>
5. Summary	3	Computer connected to the internet	Class	Sing goodbye	<ul style="list-style-type: none"> <li>- The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>
Expanded activities		Card from	Class	Listen, find the corresponding picture and say	<ul style="list-style-type: none"> <li>- The teacher lets the children stand, then puts a few sets of cards from pets (fish, dogs, cats) on the floor in random order.</li> <li>- The teacher says the name of a pet. Ask children to find the corresponding word card, hold up the card, say the correct word out loud and give it back to the teacher.</li> <li>- Continue doing this until there are no more cards left on the floor.</li> </ul>

### Audio scripts(Track 39)

#### Lesson 3. Let's chant.

What is it? What is it? It's a fish. A fish. A fish.

What is it? What is it? It's a dog. A dog. A dog.

What is it? What is it? It's a cat. A cat. A cat.

## MY LITTLE FUN – BOOK 1

### LESSON: UNIT 7 - ACTIVITY 4: MATCH!

#### ***1. Objective:***

At the end of the lesson, children can:

- Recognize learned pets through listening activities
- Match the pets with their shadows

#### ***2. Target content:***

- Review words and structures: cat, dog, fish; What is it?; It's...

#### ***3. Extension languages:***

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

#### ***4. Teaching tools and materials:***

- Class Book page 57
- Audio tracks 39, 40
- Magnetic cards and animal toys for cats, dogs, and fish
- 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	4	Audio tracks 39	Class	Greet and sing	<p>* Goal: help children get ready for lessons; Review vocabulary about pets.</p> <ul style="list-style-type: none"><li>- The teacher greets the children and asks them to stand up.</li><li>- The teacher plays the nursery rhyme in Lesson 3 and asks children to read along and move to the music.</li></ul>
		Card from	Class	Guess the animal through	<ul style="list-style-type: none"><li>- The teacher slowly reveals the word cards for pets (cat, dog, fish) in random order and says It's a... and waits for the children to complete the sentence.</li></ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
			word cards		<ul style="list-style-type: none"> <li>- The teacher continues to reveal the word cards slowly until one child says Bingo. Children will have to say the name of the object out loud (Can answer with a word, a phrase or a sentence. For example: Cat/ A cat/ It's a cat.)</li> <li>- The teacher corrects children's pronunciation errors if necessary.</li> <li>- Repeat the process 4-5 times, you can organize it into a team game.</li> </ul>
2. Form knowledge	5	Class Book/M LF Application	Class	Look, listen and repeat	<ul style="list-style-type: none"> <li>* Objective: help children recognize the learned pets and their shadows</li> <li>- The teacher projects pictures of the lesson on the screen or holds up page 57 of the Class Book for the children to see.</li> <li>- The teacher says Listen and repeat. The teacher points to the cat and says A cat. Ask your child to listen and repeat the phrase a few times.</li> <li>- The teacher points to the shadow of the cat and says A cat. Let your child listen and repeat the phrase a few times.</li> <li>- The teacher uses his finger to model for children how to connect the cat with its shadow.</li> <li>- Repeat the process with the remaining two animals.</li> </ul>
3. Practice	7	Class Book; Audio	Class	Listen and match the pictures	<ul style="list-style-type: none"> <li>* Objective: help children practice recognizing pets and connecting with their silhouettes</li> <li>- The teacher lets the children listen to each phrase and asks each child to match the animals and their silhouettes in their books (page 57).</li> </ul>
				Share the matching article and check the answers	<ul style="list-style-type: none"> <li>- Ask children to pair up and share their matches.</li> <li>- The teacher checks the answers with the whole class and gives praise to the children.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
4. Application	6	Card from	Group	Classification of pets	<ul style="list-style-type: none"> <li>* Objective: help children recognize pets of the same type.</li> <li>- The teacher lets the children work in groups of 3-4 children. The teacher gives each child a set of flashcards.</li> <li>- The teacher asks children to find cards from the same animals and arrange them into piles.</li> </ul>
5. Summary	3	Computer connected to the internet	Class	<ul style="list-style-type: none"> <li>- Review vocabulary</li> <li>- Sing goodbye</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher holds up the toy animals or points to the animals in the picture and asks the class to name each animal.</li> <li>- The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>
Expanded activities		Magnetic cards/Calculator/ Animal toys	Whole class/ Group	Find hidden toys	<ul style="list-style-type: none"> <li>- The teacher takes turns showing pictures of each pet on the screen or holding up cards from each animal in turn.</li> <li>- The teacher asks children to find animal toys hidden around the classroom, shouts Bingo and says the animal's name every time they find an animal, then brings it to the teacher.</li> <li>- Can be organized into group games.</li> </ul>

#### Audio scripts(Track 40)

*Lesson 4. Match!*

*A cat. A dog. A fish.*

**MY LITTLE FUN – BOOK 1**  
**LESSON: UNIT 7 - ACTIVITY 5: COLOUR!**

***1. Objective:***

At the end of the lesson, children can:

- Color the pets
- Name the pets and colors

***2. Target content:***

- Review words and structures: cat, dog, fish, red, green, yellow; My (fish); It's...

***3. Extension languages:***

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

***4. Teaching tools and materials:***

- Class Book page 58
- Magnetic cards and animal toys for cats, dogs, and fish
- Audio track 17
- Computer with internet connection and MyLittleFun application
- Red, green, yellow crayons
- White paper

**Procedure:**

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Warm-up and Review	3	Audio tracks 39	Class	Review colors through songs	* Goal: help children get ready for lessons; Review the colors you have learned - The teacher greets the children and asks them to stand up.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> <li>- The teacher plays the song Color (Track 17, Lesson 3, Unit 3) for children to sing along and move to the music.</li> </ul>
2. Form knowledge	5	Class Book; Toy; Crayon	Class	Look, listen and talk	<ul style="list-style-type: none"> <li>* Objective: help children recognize pets</li> <li>- The teacher holds up a toy cat and says It's a... and waits for the children to complete the sentence. The teacher interacts depending on the children's answers.</li> </ul>
				Observe, listen and repeat	<ul style="list-style-type: none"> <li>- The teacher points to the black and white cat picture on the board/on the screen and says Look and color. Color the cat yellow.</li> <li>- The teacher points to the newly colored cat image and says My cat. It's yellow. Ask the child to repeat</li> </ul>
3. Practice	8	Class Book; Crayon	Individual	Coloring pets	<ul style="list-style-type: none"> <li>* Objective: help children practice recognizing and coloring animals</li> <li>- Teachers let children color the animals in their books.</li> </ul>
4. Application	6	Card from	Group	Classification of pets	<ul style="list-style-type: none"> <li>* Objective: children share their products and name the animals</li> <li>- The teacher divides the class into groups, each group includes 3 children. The teacher lets the children share pictures of colored animals in their books and says My (fish). It's (red).</li> </ul>
5. Summary	3	Computer connected to the internet	Class	<ul style="list-style-type: none"> <li>- Review vocabulary</li> <li>- Sing goodbye</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher holds up a book page with colored animals or projects pictures of colored animals on the screen. Ask the class to name the animals and colors in the picture.</li> <li>- The teacher plays the song Goodbye, waves, encourages children to sing along and wave goodbye.</li> </ul>
Expanded activities		White paper; Crayon			<ul style="list-style-type: none"> <li>- The teacher puts crayons of the same color (red, green, yellow) and white paper on one of the 4 tables.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> <li>- The teacher asks the children to draw a picture of a pet (cat, dog, fish), then says Red. Ask a child who used red crayon before to stand up and hold up the picture of the animal he or she colored for the whole class to see.</li> <li>- Repeat the process with blue and yellow colors.</li> </ul>

**MY LITTLE FUN – BOOK 1**  
**LESSON: UNIT 7 - ACTIVITY 6: COUNT AND SAY.**

***1. Objective:***

At the end of the lesson, children can:

- Count to 3.

***2. Target content:***

- Review words: cat, dog, fish, bag, book, chair, one, two

***3. Extension languages:***

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

***4. Teaching tools and materials:***

- Class Book page 59
- Magnetic cards and animal toys for cats, dogs, and fish
- White board
- Computer with internet connection and MyLittleFun application

**Procedure:**

<b>Parts</b>	<b>Time (minutes)</b>	<b>Teaching aids and documents</b>	<b>Interactive form</b>	<b>Work</b>	<b>Teacher's activities</b>
1. Warm-up and Review	4	MLF application	Class	Read the rhyme and review the animals you have learned	<p>* Goal: help children get ready for lessons; Review vocabulary about pets</p> <ul style="list-style-type: none"><li>- The teacher greets the children and asks them to stand up.</li><li>- The teacher shows the picture on page 56 of the Class Book (Lesson 3 – Track 39). The teacher turns on the audio of the rhyme on page 56 and asks the children to read along. Encourage children to read the rhyme while pointing at the animals on the screen.</li></ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
2. Form knowledge	6	Magnetic cards/Animal toys;	Class	Look, listen and repeat	<ul style="list-style-type: none"> <li>* Goal: help children recognize the number 3</li> <li>- Teacher holds up a toy cat or card from the cat; or the teacher shows a picture of a cat on the screen and says It's a cat. Ask your child to say It's a cat twice.</li> </ul>
				Listen and repeat	<ul style="list-style-type: none"> <li>- Teacher says Let's count and count <i>One. Ask the child to repeat One twice. The teacher puts the toy cat on the table.</i></li> <li>- The teacher puts another toy cat next to it and counts Two. Ask the child to repeat Two twice.</li> <li>- The teacher puts another cat on the table and counts Three. Ask your child to repeat Three a few times.</li> </ul>
				Look, listen, point and repeat	<ul style="list-style-type: none"> <li>- The teacher projects the number 3 on the screen or writes the number 3 on the board, then says Three. Ask the child to look, listen and point to the number 3, repeating Three twice.</li> </ul>
3. Practice	6	Class Book	Pair/Individual	Count animals	<ul style="list-style-type: none"> <li>* Objective: help children practice counting animals to 3</li> <li>- The teacher lets the children work in pairs to count the number of animals in two pictures in the children's book (page 59).</li> <li>- The teacher calls a few children up to the board to count the number of animals and interact with them.</li> <li>- Correct children's pronunciation errors if necessary</li> </ul>
4. Application	6	MLF application	Whole class/Individual	Look and say the quantity	<ul style="list-style-type: none"> <li>- The teacher lets the children sit in two groups in front of the screen.</li> <li>- The teacher randomly projects images of one, two, three objects or animals (bag, book, chair, cat, dog, fish) on the screen. The child who shouts One/ Two/ Three will win 1 star for their group. Make the first image model for bamboo.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
5. Summary	3	Computer connected to the internet	Class	Review vocabulary and counting - Sing goodbye	<ul style="list-style-type: none"> <li>- The teacher holds up the picture on page 59 of the Class Book, asks the children to name the animals and count them with them.</li> <li>- The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>
Expanded activities		Card from	Class	Find card number	<ul style="list-style-type: none"> <li>- The teacher places the number cards 1, 2, 3 (same number) scattered on the classroom floor. The teacher says Let's go for some hunt.</li> <li>- The teacher divides the class into 3 groups (named Group 1, Group 2, Group 3), then plays the children's favorite song and asks the groups to find the number cards.</li> <li>- Children in group 1 will look for card number 1, children in group 2 will look for card number 2, and children in group 3 will look for card number 3.</li> <li>- Continue searching until you find all the number cards.</li> <li>- The group that collects all the numbered cards first will win.</li> </ul>



GIÁM ĐỐC  
Trinh Thị Nguyễn

## MY LITTLE FUN – BOOK 1

### LESSON: UNIT 8 - ACTIVITY 1: LET'S LISTEN.

#### *1. Objective:*

At the end of the lesson, children can:

- Identify some foods and drinks
- Recall some foods and drinks

#### *2. Target content:*

- New words: apple, banana, biscuit, milk
- Vocabulary and review structure: Linda, Nam, Bob, Bessy, mum, dad; Who's it?

#### *3. Extension languages:*

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

#### *4. Teaching tools and materials:*

- Class Book page 60
- Audio tracks 41
- Puppets: Linda, Nam, Bessy, Bob
- Word cards: mum, dad; flashcards or visual aids: apple, banana, biscuit, milk;
- Unit 8 situation painting
- 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	Class	Greet and sing	<p>* Goal: help children get ready for lessons; Review the characters in the book</p> <p>- The teacher greets the children and asks them to stand up.</p>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		the internet; Puppets		Look at and name the character	<ul style="list-style-type: none"> <li>The teacher plays the song Hello and asks children to sing and move along with the song.</li> </ul>
2. Form knowledge	6	Situational painting ; Audio/MLF Application	Whole class/Individual	Look and say the character's name	<ul style="list-style-type: none"> <li>The teacher holds up the puppets of Nam, Linda, Bessy, and Bon and asks the children to say the characters' names.</li> </ul>
				Look, listen and repeat	<ul style="list-style-type: none"> <li>* Objective: introduce vocabulary for food and drinks.</li> <li>The teacher puts pictures of situations on the board, covering up the pictures of apples, bananas, cookies and milk.</li> <li>The teacher points to each character in the picture and asks Who's it? Ask children to say the names of the characters.</li> </ul>
3. Practice	6	Class Book; Audio/MLF Application	Class	Point, repeat and talk	<ul style="list-style-type: none"> <li>The teacher asks children to listen.</li> <li>The teacher says Look and listen. The teacher turns on the audio and in turn reveals each hidden image above according to the audio.</li> <li>The teacher says Listen again, then turns on the audio and stops after each word. Ask the children to repeat in unison, then repeat individually.</li> </ul>
4. Application	6	Card from	Class	Look and say the word	<ul style="list-style-type: none"> <li>* Objective: for children to practice recognizing, repeating and saying the names of foods and drinks.</li> <li>The teacher gives the book to the children and guides them to open page 60.</li> <li>The teacher says Apple, asks the children to point to the apple in the picture and say Apple.</li> <li>The teacher turns on the audio, pausing after each word. Ask children to point to the foods and drinks in the picture and repeat each word twice.</li> </ul>
					<ul style="list-style-type: none"> <li>The teacher has the children sit in a circle, then places the word cards (apple, banana, milk, biscuit) face down on the floor.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> <li>- The teacher calls a child up, turns over a word card, and holds it up; Then, call another child to say the corresponding word.</li> <li>- Repeat a few times.</li> </ul>
5. Summary	4	Situational painting ; Computer connected to the internet	Class	<ul style="list-style-type: none"> <li>- Look at the picture and talk</li> <li>- Sing goodbye</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher shows children pictures of situations in the lesson and asks them to name the foods and drinks they see in the pictures.</li> <li>- The teacher plays the song Goodbye, encouraging children to sing goodbye to food and drinks.</li> </ul>
Expanded activities		Card from	Class	<ul style="list-style-type: none"> <li>- Listen, see and say words</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher asks the children to stand in a circle. The teacher holds up the 'banana' word card, says the word and passes the word card to the child next to him. Ask that child to repeat the word and pass the word card to the next child in the circle.</li> <li>- The teacher lets the children pass the word card 'banana' around and say the word two times before moving on to the next word card (apple). Say the word to another child and start the process again.</li> <li>- Repeat the process with the word cards 'biscuit' and 'milk'.</li> </ul>

### Audio scripts(Track 41)

*Lesson 1. Let's listen.*

*Apple. Banana. Biscuit. Milk.*

**MY LITTLE FUN – BOOK 1**  
**LESSON: UNIT 8 - ACTIVITY 2: LET'S SAY.**

***1. Objective:***

At the end of the lesson, children can:

- Name some foods and drinks

***2. Target content:***

- Vocabulary and structure review: apple, banana, biscuit, milk; What is it?

***3. Extension languages:***

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

***4. Teaching tools and materials:***

- Class Book page 61
- Audio tracks 42
- Word cards or visual aids: apple, banana, biscuit, milk;
- 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	4	Computer connected to the internet	Class	Greet and sing	<p>* Goal: help children get ready for lessons; Review vocabulary about food and drinks</p> <ul style="list-style-type: none"><li>- The teacher greets the children and asks them to stand up.</li><li>- The teacher plays the song Hello and asks children to sing and move along with the song.</li></ul>
				Play the game Slap the board	<p>Game: Slap the board</p> <ul style="list-style-type: none"><li>- The teacher puts cards from food and drinks on the board. Ask two children in two groups to come up to the board.</li><li>- The teacher says a word, two children on the board have to tap their hands to try the correct word.</li></ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> <li>- The teacher gives gifts so that children can get the correct answer faster.</li> </ul>
2. Form knowledge	6	Card from	Class	Look, listen and repeat	<ul style="list-style-type: none"> <li>* Objective: help children recognize vocabulary about food and drinks and repeat them</li> <li>- The teacher holds up the word card 'apple' for the children to see. The teacher says Apple and asks the children to repeat it. Do the same with the word tags 'banana', 'biscuit', 'milk'.</li> </ul>
				Listen, look and point	<ul style="list-style-type: none"> <li>- The teacher puts 4 word cards on the board in random order.</li> <li>- The teacher said Biscuit. Point to the word card 'biscuit' and ask the child to point as directed.</li> <li>- The teacher says the remaining words in turn and asks the children to point to the corresponding word card.</li> </ul>
3. Practice	7	Class Book; Audio/MLF Application	Class	Look, listen and respond	<ul style="list-style-type: none"> <li>* Objective: for children to practice recognizing and naming foods and drinks.</li> <li>- The teacher gives the book to the children and guides them to open page 61.</li> <li>- The teacher shows the children pictures in the book and asks them about the foods in the pictures. Teacher points to a banana and asks What is it? Children answered Banana. Continue with other foods and drinks.</li> </ul>
				Listen, point and talk	<ul style="list-style-type: none"> <li>- Teacher says Listen, Point and say. Turn on audio, pausing after each word. Ask your child to point to each food and drink in his book and say the corresponding word.</li> <li>- Teacher lets children work in pairs. One child says the word, the other child points to the corresponding food and drink in the book.</li> </ul>
4. Application	5	Visual aids	Class	Listen, point and talk	<ul style="list-style-type: none"> <li>* Objective: for children to practice recognizing and naming foods and drinks</li> <li>- The teacher places visual aids on the table and has the children sit in a semicircle.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> <li>- The teacher says a word (apple), asks the children to point to the corresponding food and say the word out loud.</li> <li>- Do the same with the remaining foods and drinks.</li> </ul>
<b>5. Summary</b>	3	Card from	Class	Say and say goodbye	<ul style="list-style-type: none"> <li>- The teacher holds the word cards in his hand.</li> <li>- Each turn, the teacher holds up a word card and says Goodbye, (apple).</li> <li>- Encourage your child to repeat and wave goodbye.</li> </ul>
<b>Expanded activities</b>		Visual aids	Class	Recognize and name lost items	<p>Game: What is missing?</p> <ul style="list-style-type: none"> <li>- The teacher places visual teaching aids and toys familiar to children (bananas, cookies, milk, dolls, cars...) on a table.</li> <li>- The teacher lets the children stand in a circle around them, names each item and asks them to repeat after them.</li> <li>- Then, the teacher hides the items under a piece of cloth and asks the children to close their eyes.</li> <li>- The teacher takes an item, removes the cloth and asks the child What is missing?</li> <li>- Encourage children to say the name of the item that was taken and ask the class to repeat it twice.</li> <li>- Repeat a few times with different items.</li> </ul>

### Audio scripts(Track 42)

*Lesson 2. Let's say.*

*Apple. Apple.*

*Banana. Banana.*

*Biscuit. Biscuit.*

*Milk. Milk.*

**MY LITTLE FUN – BOOK 1**  
**LESSON: UNIT 8 - ACTIVITY 3: LET'S SING.**

***1. Objective:***

At the end of the lesson, children can:

- Repeat simple sentences: I like (apple).
- Sing along to the unit's song

***2. Target content:***

- New structure: I like (apple).
- Vocabulary and structure review: apple, banana, biscuit, milk; Who is this?; What is this?; What is it?

***3. Extension languages:***

- Voice commands & classroom language: Hello/ Hi; Goodbye; Great; Good job; Stand up; Sit down; Listen; Let's listen; Let's sing along.

***4. Teaching tools and materials:***

- Class Book page 62
- Audio tracks 43
- Word cards: apple, banana, biscuit, milk
- Male puppet soldier
- 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	5	Card from; Computer connect	Class	Greet and sing	<ul style="list-style-type: none"><li>* Goal: help children get ready for lessons; Review vocabulary about food and drinks</li><li>- The teacher greets the children and asks them to stand up.</li><li>- The teacher plays the song Hello and asks children to sing and move along with the song.</li></ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		the internet		Listen and guess the word	<ul style="list-style-type: none"> <li>The teacher holds word cards indicating food/drinks. The teacher says the color of the item It's red and asks What is it? Then, encourage children to guess the name of the food/drink.</li> <li>When the child can say the word (apple), the teacher turns the picture card outward and has the child repeat it twice.</li> <li>Do the same with the remaining word cards (banana, biscuit, milk).</li> </ul>
2. Form knowledge	5	Card from; Puppets	Class	Look, listen and respond	<ul style="list-style-type: none"> <li>* Objective: to help children understand the structure 'I like (apple)/ I like (an apple)'.</li> <li>The teacher holds the Nam puppet and the word 'apple' card in both hands. The teacher holds up the Nam puppet and asks Who is this? Children answered Nam. Teacher holds up the word card 'apple' and asks What is this? Child answers: Apple.</li> </ul>
				Look, listen and repeat	<ul style="list-style-type: none"> <li>The teacher holds up the card from apple, says Apple and asks the whole class to repeat. The teacher holds up the Nam puppet and says I like apple, then asks the whole class to repeat it twice.</li> <li>Do the same with other word cards (banana, biscuit, milk).</li> </ul>
3. Practice	7	Class Book; Audio/MLF Application	Class	Listen to the song and observe	<ul style="list-style-type: none"> <li>* Objective: to help children learn song lyrics and repeat the lyrics in the song.</li> <li>The teacher says Let's listen. Turn on the audio and let your child listen to the song once, or twice if necessary.</li> <li>The teacher gives the book to the children and guides them to open page 62.</li> </ul>
				Listen, repeat the song and point	<ul style="list-style-type: none"> <li>The teacher says Let's sing along. Turn on the audio and pause after each sentence. Ask children to listen and repeat each sentence of the song 2 to 3 times, while pointing to the characters and food/drinks in the picture.</li> </ul>

**MY LITTLE FUN – BOOK 1**  
**LESSON: UNIT 8 - ACTIVITY 4: MATCH!**

**1. Objective:**

At the end of the lesson, children can:

- Recognize foods and drinks through listening activities
- Match similar foods/drinks.

**2. Target content:**

- Vocabulary and structure review: apple, banana, biscuit, milk; What is it?; It's...

**3. Extension languages:**

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

**4. Teaching tools and materials:**

- Class Book page 63
- Audio tracks 44
- Word cards: apple, banana, biscuit, milk
- Unit 8 situation painting
- Computer with internet connection and MyLittleFun application
- Pencil/crayon

**Procedure:**

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Warm-up and Review	5	Card from; Computer connect ed to	Whole class/ Group	Greet and sing	<p>* Goal: help children get ready for lessons; Review vocabulary about food and drinks</p> <ul style="list-style-type: none"><li>- The teacher greets the children and asks them to stand up.</li><li>- The teacher plays the song Hello and asks children to sing and move along with the song.</li></ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		the internet		Listen and choose the correct word card	<ul style="list-style-type: none"> <li>- The teacher places the word cards on the table.</li> <li>- Divide the class into two groups and invite two children to stand in front of the class.</li> <li>- The teacher says a word and asks two children to run up and get the corresponding word card. The child who gets the word card correctly and faster will win 1 star.</li> </ul>
2. Form knowledge	6	Situational painting ; Card from	Class	Listen and observe	<ul style="list-style-type: none"> <li>* Goal: help children recognize similar food/drink items.</li> <li>- The teacher attaches pictures of situations and cards from apples to the board.</li> <li>- The teacher points to the apple in the situation picture and says Look. It's an apple.</li> <li>- Point to the card from the apple and say Look. It's an apple.</li> </ul>
				Observe	<ul style="list-style-type: none"> <li>- Move the card from the apple to the edge of the apple image in the situation picture.</li> <li>- Do the same with other food and drink word cards.</li> </ul>
3. Practice	7	Class Book	Class	Look, listen and respond	<ul style="list-style-type: none"> <li>* Objective: to help children practice recognizing food and drinks through listening and matching similar items.</li> <li>- The teacher gives the book to the children and instructs them to open page 63. Point to the food/drink on the table and ask What is it? Ask children to say the words (apple, biscuit, banana, milk).</li> <li>- The teacher tells the children that they will match the foods and drinks that Nam, Linda and their friends are eating/drinking with the same foods in the circle.</li> </ul>
				Observe, listen and connect	<ul style="list-style-type: none"> <li>- The teacher points to the apple on Linda's plate and says An apple. The teacher uses his finger to connect two apples as a model for the children and asks them to imitate the action.</li> <li>- Do the same with the remaining foods/drinks.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> <li>- Teacher says Listen. Find and match. Turn on audio. Ask children to listen and match the foods and drinks with their fingers.</li> </ul>
4. Application	4	Class Book	Class	Listen and connect	<ul style="list-style-type: none"> <li>* Objective: help children recognize and match foods and drinks of the same type</li> <li>- The teacher asks the children to pick up the book. The teacher says Match apples and has the children use a pencil/crayon to match two apples in their book.</li> <li>- Do the same with the remaining foods/drinks.</li> </ul>
5. Summary	3	Computer connected to the internet	Class	Sing goodbye	<ul style="list-style-type: none"> <li>- The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>
Expanded activities					<ul style="list-style-type: none"> <li>- Teacher lets children work in pairs. One child says the word (apple, banana, biscuit, milk) and the other child uses his finger to connect two foods/drinks of the same type on page 63 of his book.</li> </ul>

**Audio scripts(Track 44)**

*Lesson 4. Match!*

*An apple. A banana. A biscuit. Milk.*

**MY LITTLE FUN – BOOK 1**  
**LESSON: UNIT 8 - ACTIVITY 5: COLOUR!**

***1. Objective:***

At the end of the lesson, children can:

- Color food and drinks
- Color the drawings according to the instructions

***2. Target content:***

- Vocabulary and structure review: apple, banana, biscuit, milk; What is this?; What color is it?; It's...

***3. Extension languages:***

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

***4. Teaching tools and materials:***

- Class Book page 64
- Word cards: apple, banana, biscuit, milk, green, yellow, red
- Unit 8 situation painting
- Computer with internet connection and MyLittleFun application
- Pencils/crayons

**Procedure:**

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Warm-up and Review	4	Card from; Computer connected to the internet	Whole class/ Group	Greet and sing	<ul style="list-style-type: none"><li>* Goal: help children get ready for lessons; Review vocabulary about food and drinks</li><li>- The teacher greets the children and asks them to stand up.</li><li>- The teacher plays the song Hello and asks children to sing and move along with the song.</li></ul>
				Look, listen	<ul style="list-style-type: none"><li>- The teacher holds up the card from the apple and says Apple. Ask children to repeat after the teacher.</li></ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
2. Form knowledge	6	Class Book	Class	and repeat	<p>teacher. Do the same with other food/drink word tags (banana, biscuit, milk).</p> <ul style="list-style-type: none"> <li>- In the second turn, the teacher passes the word cards faster and asks the children to say the corresponding words out loud in unison.</li> </ul>
				Look, listen and respond	<p>* Goal: help children recognize food and drinks</p> <ul style="list-style-type: none"> <li>- The teacher shows the children page 64 of the Class Book or projects the picture on page 64 on the screen.</li> <li>- The teacher points to the red apple in the book and asks What is this? Lead children to answer Apple.</li> <li>- Teacher asks children What color is it? Lead children to answer It's red.</li> <li>- Do the same with the yellow banana.</li> </ul>
3. Practice	7	Class Book; Crayon	Individual	Look, listen, answer and observe the teacher modeling	<ul style="list-style-type: none"> <li>- The teacher points to other foods/drinks on the table, asks children and leads them to say the corresponding word out loud. Explain to your child that milk, cookies and an apple are not yet colored.</li> <li>- The teacher says Let's color. Using a green crayon, color the milk carton as a model for your child.</li> </ul>
				Color	<p>* Objective: to help children practice recognizing and coloring food and drinks</p> <ul style="list-style-type: none"> <li>- The teacher gives the book to the children and guides them to open page 64.</li> <li>- The teacher waits until the children have finished coloring the milk carton. Move around the classroom and assist children when needed.</li> <li>- Repeat the process with the remaining foods and ask your child to color them.</li> </ul>
4. Application	5	Class Book	Pairs/individuals	Share and present products	<p>* Goal: help children share their products and describe their paintings.</p> <ul style="list-style-type: none"> <li>- Teacher lets children share their pictures in pairs, point to each food/drink item in the picture and say It's (a biscuit). It's (yellow).</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> <li>- The teacher calls a few children to stand up in front of the class and describe the picture to the whole class.</li> </ul>
5. Summary	3	Computer connected to the internet	Class	Sing goodbye	<ul style="list-style-type: none"> <li>- The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>
Expanded activities		MLF application	Whole class/Individual	Observe, color and talk	<ul style="list-style-type: none"> <li>- The teacher projects the image of page 64 on the screen. Use the software tool at hoclieu.vn to color each food/drink.</li> <li>- Ask children to say the name of the food/drink that the teacher just colored and the color that the teacher used: It's (an apple). It's (green). Do the same with the remaining foods/drinks.</li> <li>- The teacher can call a few children to color and ask the whole class to say It's (an apple) out loud. It's (green).</li> </ul>

## MY LITTLE FUN – BOOK 1

### LESSON: UNIT 8 - ACTIVITY 5: VALUES

#### *1. Objective:*

At the end of the lesson, children can:

- Recognize the lesson of appreciating food: eat as much as you can

#### *2. Target content:*

- New vocabulary/structure: Finishing meals

- Vocabulary review: banana, biscuit, milk; Who is this?; What is this?

#### *3. Extension languages:*

- Extensive vocabulary and structure: good, not good; Finish your meal.

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

#### *4. Teaching tools and materials:*

- Class Book page 65

- Audio tracks 43

- Word cards: apple, banana, biscuit, milk,

- 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	Audio; MLF application	Class	Sing and review foods and drinks	<p>* Goal: help children get ready for lessons; Review unit songs</p> <ul style="list-style-type: none"><li>- The teacher greets the children and asks them to stand up.</li><li>- The teacher plays the song Food in Lesson 3 (Track 43), asking children to sing along and clap their hands.</li></ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
2. Form knowledge	5	Class Book; MLF application	Class	Look, listen, answer and observe the teacher modeling	<ul style="list-style-type: none"> <li>* Goal: to help children understand that using up all their food and drinks is good           <ul style="list-style-type: none"> <li>- The teacher holds up the first picture of Nam not having eaten all the food and asks Who is this? Lead the children to answer Nam. After that, the teacher pointed at the food on Nam's plate and asked What is this? Lead children to answer Banana and Biscuit.</li> <li>- Draw a sad face on the board and say It is not good to leave your food. Finish your meal, Nam.</li> </ul> </li> <li>- The teacher shows the second picture to the children, points to the banana peel on the plate and asks What is this? Children answered Banana. Then ask Does he finish his banana? Lead children to answer Yes.</li> <li>- Draw a smiley face on the board and erase the smiley face. Then say It's good to finish your food or drink.</li> </ul>
3. Practice	7	Class Book; Crayon	Class/ Bag	Look, listen, respond and show corresponding expressions Colorin g emojis	<ul style="list-style-type: none"> <li>* Goal: to help children practice recognizing good and bad actions by coloring the emoticons in the book           <ul style="list-style-type: none"> <li>- The teacher gives the book to the children and instructs them to open page 65. Point to the first picture and ask Good or not good? Use facial expressions to illustrate emotions. Encourage children to answer Not good and at the same time, show an unhappy expression on their face.</li> </ul> </li> <li>- The teacher colors the sad face under the picture and asks the children to imitate it.</li> <li>- The teacher lets the children work in pairs and color the sad or smiley faces in the remaining three pictures.</li> </ul>
4. Application	6	Class Book; Computer	Class Book	Look, respond and show	<ul style="list-style-type: none"> <li>* Goal: help children react to situations.           <ul style="list-style-type: none"> <li>- The teacher shows the children the pictures on page 65 in random order and asks the children</li> </ul> </li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		connected to the internet		expressions	<p>Good or not good? Lead children to answer Good or Not good and show facial expressions.</p> <ul style="list-style-type: none"> <li>- You can use a few other pictures for children to recognize and express opinions.</li> </ul>
5. Summary	3	Computer connected to the internet	Class		<ul style="list-style-type: none"> <li>- The teacher had the whole class stand up, play the song Goodbye, encourage the whole class to sing along and wave goodbye.</li> </ul>
Expanded activities		Class Book	Class		<ul style="list-style-type: none"> <li>- The teacher asks the children to stand in front of the class one by one and show them one of the four pictures on page 65.</li> <li>- Encourage the whole class to say Good or Not good. Finish your meal.</li> <li>- Practice with as many children as possible.</li> </ul>



Trịnh Thị Nguyễn