

## MY LITTLE FUN – BOOK 3

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

#### **1. Objectives:**

- Name the rooms and items in the house.

#### **2. Target language:**

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

#### **3. Extended Languages:**

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

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

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

#### **Process:**

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



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

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

**Audio script (Track 4):**

*Lesson 1. Listen and repeat.*

*Bedroom. Kitchen. Living room. TV.*

## MY LITTLE FUN – BOOK 3

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

#### 1. Objectives:

- Name the rooms and items in the house.

#### 2. Target language:

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

#### 3. Extended Languages:

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

#### 4. Materials and materials:

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

#### Process:

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



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



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

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

**Audio script (Track 5):**

*Lesson 2. Point and say.*

*Kitchen. This is a kitchen.*

*TV. This is a TV.*

*Living room. This is a living room.*

*Bedroom. This is a bedroom.*

## MY LITTLE FUN – BOOK 3

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

#### *1. Objectives:*

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

#### *2. Target language:*

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

#### *3. Extended Languages:*

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

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

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

#### *Process:*

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

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



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

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

**Audio script (Track 6):**

*Lesson 3. Listen and chant.*

*In the living room, there's a TV.*

*In the living room, there're three cars.*

*In the living room, there's a table.*

*In the living room, we're playing.*

## MY LITTLE FUN – BOOK 3

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

#### *1. Objectives:*

- Identify rooms and objects in the house through listening.

#### *2. Target language:*

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

#### *3. Extended Languages:*

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

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

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

#### *Process:*

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



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

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

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

*Audio script (Track 7):*

*Lesson 4. Listen and circle.*

*There is a TV.*

*This is my bedroom.*

*There are two chairs.*

*This is my kitchen.*

## MY LITTLE FUN – BOOK 3

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

#### 1. Objectives:

- Children know colored tiles of rooms and household items

#### 2. Target language:

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

#### 3. Extended Languages:

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

#### 4. Materials and materials:

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

#### Process:

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



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

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

## **MY LITTLE FUN – BOOK 3**

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

#### ***1. Objectives:***

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

#### ***2. Target language:***

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

#### ***3. Extended Languages:***

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

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

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

Process:

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
1. Warm-up	2	Computer connected to the internet	Whole class	Greeting and singing a song	<p>* Objective: help children get ready for lessons, review learned counts and objects in the house.</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 move/sing along to the song.</li> </ul>
	3	Magnetic stripe cards indicate rooms and household items	Whole class	Observe, listen and speak	<ul style="list-style-type: none"> <li>- The teacher holds the magnetic card, then hands out the cards one by one, says the corresponding word, and asks the class to clap and repeat. In the 2nd time, the teacher gives the cards at a faster pace and asks the child to say the words.</li> </ul>
2. Knowledge formation	5	Class Book	Whole class	Observe, listen and speak	<p>* Goal: have children recognize objects in the house and count to 3.</p> <ul style="list-style-type: none"> <li>- The teacher has the child open the book on page 11. Teachers encourage children to say words for household items (TV, table, chair).</li> <li>- GV points to number 1 and says <i>This is number 1</i>. Ask your child to repeat 2 times.</li> </ul>



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

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



**GIÁM ĐỐC**

*Trinh Thi Nguyen*

### MY LITTLE FUN – BOOK 3

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

##### 1. Objective:

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

##### 2. Target language:

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

##### 3. Extension languages:

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

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

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

##### Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up & Review	5	Card from	Class	Say hello, sing a song,	- Teacher lets children stand in a circle. Then give 4 word cards (crayon, pencil, paper, book) to any 4 children in the circle.



Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
				review learned words	<ul style="list-style-type: none"> <li>- The teacher plays the child's favorite music, encourages the child to sing along and asks the child to pass the card in the direction of the clock.</li> <li>- The teacher randomly stops the music, asks the children holding the cards to show the whole class and take turns saying the names of the corresponding objects.</li> <li>- Repeat the process a few times.</li> </ul>
2. Form knowledge	6	Card from	Class	Observe, listen and speak	<ul style="list-style-type: none"> <li>- The teacher says Look and listen. Then point to the classroom door or show a picture/card showing the door. Says Door. Door. Ask children to just observe and listen.</li> <li>- The teacher says Listen and repeat. Says Door. Point to the word 'door' and say Door. Door. Ask your child to listen and repeat the word a few times.</li> <li>- Repeat the process with the remaining objects (window, slide, swing).</li> </ul>
3. Practice	7	<ul style="list-style-type: none"> <li>- Class Book</li> <li>- Audio</li> </ul>	Whole class, in groups, in pairs and individually	Watch, listen, point and talk	<ul style="list-style-type: none"> <li>- Teacher shows children pictures of situations.</li> <li>- The teacher points to each object and names each object once (door, window, slide, swing).</li> <li>- The teacher says Listen again and repeat. Turn on the audio, then ask children to listen and repeat each word in class, in groups, in pairs and individually while pointing to the object in the book on page 12.</li> </ul>



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

*Audio scripts(Track 8):*

*Lesson 1. Listen and repeat.*

*Door. Window. Slide. Swing.*

### **MY LITTLE FUN – BOOK 3**

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

**1. Objective:**

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

**2. Target language:**

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

**3. Extension languages:**

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

**4. Teaching tools and materials:**

- Class Book page 13
- Audio tracks 9
- Situational painting
- Magnetic cards refer to objects in the school (door, window, slide, swing)

## Procedure:

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

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



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

**Audio scripts(Track 9):**

*Lesson 2. Match and say.*

*Door. It's a door.*

*Window. It's a window.*

*Slide. It's a slide.*

*Swing. It's a swing.*

**MY LITTLE FUN – BOOK 3**  
**LESSON 2: MY SCHOOL - ACTIVITY 3: LISTEN AND SING.**

**1. Objective:**

- Repeat some simple sentences
- Sing along to the song

**2. Target content:**

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

**3. Extension languages:**

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

**4. Teaching tools and materials:**

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

**Procedure:**

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up	2	Computer connect	Class	Say hello	- The teacher enters the classroom, greets the children and plays the familiar Hello song video.

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



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

Audio scripts(Track 10):

*Lesson 3. Listen and sing.*

*There is a window. There is a door.*

*Let's go out. Let's play.*

*Let's swing on the swing.*

*Swing on the swing.*

*The swing is fun.*

*There is a window. There is a door.*

*Let's go out. Let's play.*

*Let's slide on the slide.*

*Slide on the slide.*

*The slide is fun.*

### **MY LITTLE FUN – BOOK 3**

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

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

- Recognize objects in the school through listening activities

##### **2. Target language:**

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

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

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

#### 4. Teaching tools and materials:

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

#### Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up & Review	2	Computer connected to the internet	Class	Say hello and sing the song	<ul style="list-style-type: none"><li>- The teacher asks the children to stand up and shows them the book on page 14.</li><li>- The teacher plays the song in Lesson 3 and asks the children to sing along. Encourage children to point to objects on the screen while singing.</li></ul>
	3	Card from	Class	Hidden things game - Bingo	<ul style="list-style-type: none"><li>- The teacher slowly shows each card pointing to objects in the school and asks What is this?</li><li>- Continue revealing cards slowly until one child says Bingo. Ask children to name the corresponding object (can be in words/phrases/sentences).</li><li>- Correct children's pronunciation if necessary.</li><li>- This activity can be used as a group game.</li></ul>
2. Form knowledge	7	<ul style="list-style-type: none"><li>- Computer</li><li>- Class Book</li></ul>	Class	Listen, observe, point, circle and talk	<ul style="list-style-type: none"><li>- The teacher shows a picture of a book on page 15. Then prompts the children to name words that refer to objects in the school.</li><li>- The teacher points to the picture of a window and suggests that the children say There is a window. Then count One</li></ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>and say There is one window. Repeat the whole sentence and ask the child to repeat it a few times.</p> <ul style="list-style-type: none"> <li>- The teacher points to the picture of two windows and counts with child One. Two. Then say There are two windows. Repeat the whole sentence and ask the child to repeat it a few times.</li> <li>- Repeat the process with the remaining paintings (door, swing, slide).</li> <li>- The teacher says Listen and find. Then say One (while pointing to the number 1). There is one door. Encourage children to point to the picture of the door.</li> <li>- Teacher says Let's circle. The teacher models circling the picture of the door with his finger. Ask children to observe and imitate.</li> </ul>
<b>3. Practice</b>	5	<ul style="list-style-type: none"> <li>- Class Book</li> <li>- Audio</li> </ul>	Whole class, in pairs	Listen, circle	<ul style="list-style-type: none"> <li>- The teacher lets the children open the book to page 15.</li> <li>- The teacher lets the children listen to the audio, stop at each sentence and do the circled exercises in the book. Let the children listen twice.</li> <li>- The teacher asks the children to compare their work in pairs.</li> <li>- The teacher turns on the audio again. Then ask children to listen and check their work with the whole class. Give your child praise.</li> </ul>
<b>4. Application</b>	4	Card from	Individual,	Observe, circle and talk	<ul style="list-style-type: none"> <li>- Teacher lets children sit in front of the board.</li> </ul>



Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
			whole class		<ul style="list-style-type: none"> <li>- The teacher calls 4 volunteer children to come to the board. Give each child a word card (door, window, slide, swing). Help / Ask children to put the card on the board, circle the card with their finger and say There is a ...</li> <li>- The teacher calls 4 more children to volunteer to come to the board. Give each child a word card (door, window, slide, swing), ask them to tag the card next to the card of the same type on the board. Ask children to circle 2 cards and say There are two ...</li> </ul>
5. Summary	3	Computer	Class	Review the words you have learned, sing them and say goodbye	<ul style="list-style-type: none"> <li>- The teacher shows the children pictures and asks the whole class to say simple sentences (There is ... / There are ...).</li> <li>- The teacher plays the video song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>
6. Extension activities		Card from	Class	Review the words you have learned	<ul style="list-style-type: none"> <li>- The teacher lets the children stand in front of the screen. Place the flashcards on the floor.</li> <li>- The teacher projects images of objects in the school onto the screen one by one. Then take turns giving out the word cards.</li> <li>- The teacher asks the children to find the card and say Bingo, then give it to the teacher.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> <li>- The teacher has all children with the same type of card stand in front of the class and hold up the card.</li> <li>- The teacher counts the cards with the whole class.</li> </ul>

**Audio scripts(Track 11):**

*Lesson 4. Listen and circle.*

*One. There is a door.*

*Two. There are two windows.*

*Three. There is one slide.*

*Four. There are two swings.*

### MY LITTLE FUN – BOOK 3

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

##### 1. Objective:

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

##### 2. Language target:

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

##### 3. Extension languages:

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

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

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

**Procedure:**

Parts	Time (minutes )	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up & Review	2	Computer connected to the internet	Class	Say hello and sing the song	<ul style="list-style-type: none"> <li>- The teacher enters the classroom, greets the children and plays the familiar Hello song video.</li> <li>- The teacher asks the whole class to stand up and move/sing along to the song.</li> </ul>
	3	Card from	Class	Slap the board game	<ul style="list-style-type: none"> <li>- Teacher lets children stand in 2 rows.</li> <li>- The teacher attaches the word cards (chair, table, door, window, slide, swing) to the board in random order.</li> <li>- The teacher says a word and asks the child at the front of each row to clap their hands on the corresponding card.</li> <li>- Repeat the process 4 times.</li> </ul>
2. Form knowledge	5	<ul style="list-style-type: none"> <li>- Class Book</li> <li>- Pencils, crayons</li> </ul>	Class	Listen, observe, speak	<ul style="list-style-type: none"> <li>- The teacher shows a picture of a book on page 16. The teacher points to the black and white image of a slide and says Look! What is it? Respond accordingly</li> </ul>

Parts	Time (minutes )	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>according to the child's answer.</p> <ul style="list-style-type: none"> <li>- Say It's a slide. Then ask the child to repeat twice.</li> <li>- The teacher holds a pencil and asks What is it? Respond accordingly according to the child's answer. Teacher says Let's trace. Then model the action of drawing along the dotted line image of the slide using a pencil. Encourage children to observe and imitate by holding their pencil in the air.</li> <li>- The teacher holds an orange crayon and asks What color is it? Respond accordingly according to the child's answer. Ask your child to choose a crayon of their choice and pick it up. Then the teacher paints the image of the slide in orange. Encourage children to observe and imitate by drawing in the air.</li> <li>- The teacher points to the picture he just painted and says It's orange. Ask the child to repeat twice.</li> </ul>
<b>3. Practice</b>	7	Class Book	Individual	Draw, color	<ul style="list-style-type: none"> <li>- The teacher asks children to draw along the dotted lines</li> </ul>



Parts	Time (minutes )	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>the images in the book using a pencil.</p> <ul style="list-style-type: none"> <li>- The teacher asks children to color the pictures in the book.</li> <li>- The teacher moves around the classroom to help children if necessary.</li> </ul>
4. Application	4		Group of 4 people	Observe , listen and speak	<ul style="list-style-type: none"> <li>- The teacher divides the class into groups of 4 children. Then the teacher asks the children to share the colored pictures in the book and name the objects and their colors, for example (It's) (a) swing. (It's) green.</li> <li>- The teacher helps children/corrects pronunciation errors if necessary.</li> </ul>
5. Summary	3	Computer	Class	Review the words you have learned, sing them and say goodbye	<ul style="list-style-type: none"> <li>- The teacher shows the children a picture that has been colored and described, for example It's a door. It's blue.</li> <li>- The teacher plays the video song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>
6. Extension activities		Pencils, crayons,	Group of 3 people, whole class		<ul style="list-style-type: none"> <li>- The teacher lets the children sit in groups of 3.</li> </ul>

Parts	Time (minutes )	Teaching aids and documents	Interactive form	Work	Teacher's activities
		white paper			<ul style="list-style-type: none"> <li>- The teacher gives each group a pencil, a few crayons with 2 random colors (red, yellow, blue, green, orange, pink) and a few white sheets of paper.</li> <li>- The teacher asks each group to draw an image of an object in school they have learned and color that image.</li> <li>- The teacher asks the groups to share their products with the whole class.</li> <li>- The teacher puts the pictures on the board and asks the whole class to vote for the best picture.</li> </ul>

### MY LITTLE FUN – BOOK 3

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

##### 1. Objective:

- Recognize number 6
- Count to 6

##### 2. Language target:

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

##### 3. Extension languages:

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

**4. Teaching tools and materials:**

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

**Procedure:**

Parts	Time (minutes )	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up & Review	5	<ul style="list-style-type: none"> <li>- Computer connected to the internet</li> <li>- Audio tracks 10</li> </ul>	Class	Say hello, sing songs, review learned words	<ul style="list-style-type: none"> <li>- The teacher enters the classroom and greets the children.</li> <li>- The teacher asks the children to stand up. Then turn on audio track 10 and ask children to sing along.</li> <li>- Teacher lets children stand in a circle. Then ask the children to count from 1 to 5, starting with the child standing on the teacher's left.</li> <li>- The teacher asks the children who count the number 1 to stand next to each other, and repeat with the children who count the numbers 2, 3, 4, 5.</li> <li>- The teacher gives simple commands like 'Hands on head', 'Touch your nose', 'Point to the board', ... and adds numbers. For example: Touch your nose, number 1 and check to see if the</li> </ul>

Parts	Time (minutes )	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>children in group number 1 have performed the correct action.</p> <ul style="list-style-type: none"> <li>- The teacher gives praise to the children.</li> </ul>
2. Form knowledge	7	<ul style="list-style-type: none"> <li>- Card from</li> <li>- Computer</li> </ul>	Class	Listen, observe, speak	<ul style="list-style-type: none"> <li>- Teacher shows a picture of a ball on the screen / Teacher draws a ball on the board and says Look! What is it? Respond accordingly according to the child's answer.</li> <li>- The teacher says It's a ball. Say One ball and ask the child to repeat.</li> <li>- Teacher shows pictures of 4 more balls / Teacher draws 4 more balls on the board one after another and asks children to count with the teacher: One, two, three, four, five while pointing. Then the teacher says Five balls and asks the children to repeat it a few times.</li> <li>- Teacher adds 1 more ball and says Six. Six.</li> <li>- The teacher shows the image of number 6 on the screen / The teacher holds up the word card indicating the number 6. The teacher says Number six, six, six while</li> </ul>



Parts	Time (minutes )	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>pointing to the image of number 6.</p> <ul style="list-style-type: none"> <li>- The teacher writes the number 6 on the board next to the image of 6 balls. Then ask the child to point to the number 6 and say Six a few times.</li> <li>- Teacher says Count with me. Then count with your child a few times from 1 to 6.</li> <li>- Teachers can use their fingers to teach number 6.</li> </ul>
3. Practice	5	Class Book	In pairs, whole class	Observe, listen, connect and speak	<ul style="list-style-type: none"> <li>- The teacher shows a picture of a book on page 17. The teacher prompts the children to say words for objects in the school and numbers.</li> <li>- The teacher asks children to count the number of objects in the picture in pairs. Ask children to match numbers with corresponding pictures.</li> <li>- The teacher checks the answers with the whole class and gives praise to the children.</li> </ul>
4. Application	4	Computer	Group	Observe, count	<ul style="list-style-type: none"> <li>- The teacher asks the children to sit in 2 groups in front of the screen. The teacher lets the children name their group as they wish. Then the teacher</li> </ul>

Parts	Time (minutes )	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>writes the group's name on the board.</p> <ul style="list-style-type: none"> <li>- The teacher shows pictures of some learned counting objects such as toys, school objects, and fruits (the number of objects ranges from 3 to 6). The group whose members count the correct number first will receive 1 star.</li> </ul>
5. Summary	3	Computer	Class	Review the words you have learned, sing them and say goodbye	<ul style="list-style-type: none"> <li>- The teacher shows the children the book page and asks them to count the number of objects in the picture.</li> <li>- The teacher plays the video song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>
6. Extension activities			By group	Review the words you have learned	<ul style="list-style-type: none"> <li>- The teacher divides the class into groups of 5-6 children. Then have the children sit in a circle.</li> <li>- The teacher gives each group a set of 3 random word cards (door, window, slide, swing, chair, table).</li> <li>- The teacher explains that each group of words belongs to one group. The teacher asks children to repeat each word a few times so that</li> </ul>

Parts	Time (minutes )	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>they can recognize and remember the words. For example: Group 1: door, window, chair; Group 2: swing, slide, table; ...</p> <ul style="list-style-type: none"> <li>- The teacher says each set of words randomly. Ask children to listen and stand up when they hear a set of words belonging to their group.</li> <li>- Slowly increase speed.</li> </ul>



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## MY LITTLE FUN – BOOK 3

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

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

- Recognize some common emotional words
- Repeat emotional words

#### **2. Target language:**

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

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

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

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

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

#### **Procedure:**

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



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

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

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>repeat the word. Repeat the process a few times.</p> <ul style="list-style-type: none"> <li>- The teacher makes different facial expressions and asks the children to repeat and say the corresponding word.</li> </ul>
5. Summary	2	Computer	Class	Sing and say goodbye	<ul style="list-style-type: none"> <li>- The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>
6. Extension activities			Class	Review learned words and structures	<ul style="list-style-type: none"> <li>- The teacher says an emotion word and makes a corresponding facial expression. Children will be asked to repeat the word and express it correctly.</li> </ul>

**Audio scripts(Track 15):**

*Lesson 1. Listen and repeat.*

*Happy. Hungry. Thirsty. Sad*

## MY LITTLE FUN – BOOK 3

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

#### *1. Objective:*

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

#### *2. Target language:*

- New structure: I'm (hungry).
- Review words: happy, hungry, thirsty, sad, slide, swing, chair

#### *3. Extension languages:*



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

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

- Class Book page 25
- Audio track 17
- Word cards indicating emotions (happy, hungry, thirsty, sad)
- Puppets (Nam, Linda, Hoa, Ben)
- Computer connected to the internet and hoclieu.vn MLF application

#### **Procedure:**

<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>
<b>1. Start up</b>	2	Computer connected to the internet	Class	Say hello, sing the song	* Objective: help children get ready for the lesson, review the emotional vocabulary they have learned. - The teacher enters the classroom, greets the children and plays the familiar Hello song. - The teacher asks the whole class to stand up and move/sing along to the song.
	2	Card from	Class	Review the words you have learned	- The teacher uses flashcards and facial expressions (happy, hungry, thirsty, sad) to help children review the words they have learned.
<b>2. Form knowledge</b>	7	Puppets	Class	Listen, observe, speak	* Objective: to help children understand question and answer patterns: 'How are you?' and 'I'm (hungry).' <br/ - The teacher attaches the Nam and Hoa puppets to the board. The teacher stands next to the Nam puppet, imitates the Nam voice and asks How are you? The teacher stands

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

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

**Audio scripts(Track 17):**

*Lesson 3. Listen and chant.*

*How are you? How are you?*

*I'm happy! I'm happy!*

*I'm sad. I'm sad.*

*How are you? How are you?*

*I'm thirsty. I'm thirsty.*

*I'm hungry. I'm hungry.*

*Yummy! Yummy!*



## MY LITTLE FUN – BOOK 3

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

#### *1. Objective:*

- Recognize emotional words through listening activities
- Name the emotions

#### *2. Target language:*

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

#### *3. Extension languages:*

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

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

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

#### *Procedure:*

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up	3	- Computer connected to	Class	Greetings, reviewing,	* Objective: help children get ready for the lesson, review the emotional vocabulary they have learned. - The teacher greets the children.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		the internet - Card from		reading rhymes	<ul style="list-style-type: none"> <li>- The teacher uses word cards to let children review the words they have learned.</li> <li>- The teacher lets the children read the rhyme in Lesson 3 and express their emotions.</li> </ul>
<b>2. Form knowledge</b>	5	- Card from - Puppet soldiers	Class	Listen, observe, speak	<p>* Objective: help children become familiar with the symbols used in the lesson (circle), help children recognize correct information in a simple sentence.</p> <ul style="list-style-type: none"> <li>- The teacher puts word cards on the board. The teacher points to the cards and guides the children to say words indicating emotions.</li> <li>- The teacher holds the Linda character card. Imitate Linda and say 'I'm hungry', then circle the 'hungry' tag. Ask children to imitate by drawing with their fingers in the air.</li> <li>- The teacher said 'I'm happy'. Point to the 'sad' card and ask the child 'Yes or No?'. Lead the child to say 'No', and point to the 'happy' card. Then the teacher circles the 'happy' card.</li> </ul>
<b>3. Practice</b>	7	- Class Book - Audio	Whole class, individual	Observe, listen and speak	<p>* Objective: to help children correctly recognize emotional vocabulary through listening.</p> <ul style="list-style-type: none"> <li>- The teacher shows the picture in the book on page 26. Ask the children to say the names of the characters in the picture (Linda, Hoa, Ben, Nam).</li> <li>- The teacher points to the characters' emotions and asks to name the emotions.</li> <li>- Teacher asks children to prepare pencils.</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 Listen and circle. Turn on the audio and pause after each sentence for children to circle the words that indicate the corresponding emotions.</li> <li>- When children have completed the lesson, ask them to compare their work with each other, listen to the audio again and check their answers.</li> </ul>
4. Application	3	Card from	Class	Observe, listen, speak	<p>* Objective: for children to express their feelings using the vocabulary they have learned about emotions.</p> <ul style="list-style-type: none"> <li>- The teacher uses word cards to let children review the emotion words they have learned.</li> <li>- The teacher calls 4 children to the board. Give each child a word card and ask them to keep it secret.</li> <li>- Teacher asks How are you? Ask children to show the card to the whole class and say I'm ... (corresponding emotion). Bonus stars for each correct answer.</li> <li>- Repeat the process with as many children as possible.</li> </ul>
5. Summary	2	Computer	Class	Sing and say goodbye	<ul style="list-style-type: none"> <li>- The teacher shows the children the picture in the book on page 26. Let the children say goodbye to each character in the picture.</li> <li>- The teacher plays the video song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>
6. Extension activities			Class	TPR Games	<ul style="list-style-type: none"> <li>- The teacher describes an emotion.</li> <li>- Teacher asks children to imitate and say I'm ...</li> </ul>

**Audio scripts(Track 18)**

*Lesson 4. Listen and circle.*

*One. I'm happy.*

*Two. I'm hungry.*

*Three. I'm thirsty.*

*Four. I'm sad.*

**MY LITTLE FUN – BOOK 3**

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

***1. Objective:***

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

***2. Target language:***

- New word: number 7
- Review words: biscuit, apple, banana, numbers 1 to 6

***3. Extension languages:***

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

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

- Class Book page 27



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

**Procedure:**

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up	2	Computer connected to the internet	Class	Say hello, sing the song	* Goal: help children get ready for the lesson, review the numbers they have learned. <ul style="list-style-type: none"> <li>- The teacher greets the children and plays the familiar Hello song.</li> <li>- The teacher asks the whole class to stand up and move/sing along to the song.</li> </ul>
	2	Card from	Class	Review the words you have learned	<ul style="list-style-type: none"> <li>- The teacher uses flashcards to show the numbers 1 to 6 to help children review the words.</li> </ul>
2. Form knowledge	7	- Card from - Crayon	Class	Listen, observe, speak	* Objective: help children recognize the number 7 and count to 7. <ul style="list-style-type: none"> <li>- The teacher holds 6 crayons and asks the children to count from 1 to 6.</li> <li>- The teacher puts cards indicating numbers from 1 to 6 on the board. Then, the teacher picks up a number of different colored pens. Ask 3 children to count, hop on the board and choose the corresponding index card.</li> <li>- The teacher holds 6 crayons and asks the children to count again. Then pick up another crayon and say Seven. Count the crayons from 1 to 6 first, and ask the child to repeat a few times.</li> </ul>

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

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 exchange pictures with each other. Have your child point to each number and say Six / Seven and count the corresponding number.</li> <li>- Encourage children to name objects and colors.</li> </ul>
5. Summary	2	Computer	Class	Sing and say goodbye	<ul style="list-style-type: none"> <li>- The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>
6. Extension activities			Class	Draw, talk	<ul style="list-style-type: none"> <li>- The teacher lets the children draw and count any 7 objects and share the pictures with their friends.</li> </ul>

### MY LITTLE FUN – BOOK 3



## LESSON 3: MY FEELINGS - ACTIVITY 6: VALUES.

### 1. Objective:

- Recognize good attitudes toward friends and family

### 2. Target language:

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

### 3. Extension languages:

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

### 4. Teaching tools and materials:

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

### Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up	2	- Audio	Class	Say hello, sing the song	<p>* Objective: help children get ready for the lesson, review the emotional vocabulary they have learned.</p> <ul style="list-style-type: none"><li>- The teacher greets the children</li><li>- The teacher lets the children read the rhyme in Lesson 3 and express their emotions.</li><li>- Teacher asks How are you? and give an emotion card. Ask children to respond accordingly.</li></ul>



Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
2. Form knowledge	7	Card from	Class	Listen, observe, speak	<p>* Objective: to help children understand the information in each picture, to evoke good attitudes towards people around them.</p> <ul style="list-style-type: none"> <li>- The teacher takes turns bringing out the puppets and asking Who's this? Ask the children to say the names of the puppets (Linda, Hoa, Ben). Have children say Hello to each character.</li> <li>- The teacher shows a picture of a book on page 28. Points to the first picture and encourages children to talk about the feelings of Hoa and Linda (sad). Introduction to the context of the painting (Hoa and Linda may be having an argument). Teacher asks Is it good? Make a sad face, thumbs down and say No! Let children imitate and repeat a few times.</li> <li>- The teacher points to the second picture and encourages children to say the names of the characters in the picture (Linda, brother). Leads to the story between Linda and her brother. Imitate Linda's voice and say I'm thirsty. Thank you! Ask Is it good? Make a happy face, give a thumbs up and say Yes! Let children imitate and repeat a few times.</li> <li>- Repeat the process with the remaining 2 paintings.</li> </ul>
3. Practice	5	<ul style="list-style-type: none"> <li>- Class Book</li> <li>- Pencil</li> <li>- Crayon</li> </ul>	Class	Observe, listen and do the exercises	<p>* Goal: help children recognize good behavior towards friends and family</p> <ul style="list-style-type: none"> <li>- The teacher lets the children stand up. Point to the first picture and say No! Make a sad face and give a thumbs down. Point to the second picture and say Yes! Make a sad face and give a thumbs down. Have children imitate words</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>and expressions. Repeat the process with the remaining paintings.</p> <ul style="list-style-type: none"> <li>- The teacher continues the second round, doing the action faster. The teacher can continue to the next round if necessary.</li> <li>- Teacher lets children open the book to page 28. Point to the first picture and ask Is it good? Guide children to say No. The teacher models holding up a pencil and marking an x in the box. Ask children to follow.</li> <li>- The teacher points to the second picture and asks Is it good? Guide children to say Yes. The modeling teacher picks up a crayon and marks a v in the box. Ask children to follow.</li> <li>- The teacher repeats the process with the remaining 2 pictures. Let children mark x or v in the box themselves.</li> <li>- After the child has finished, check in and give him praise.</li> </ul>
4. Application	3	Class Book	Class	Observe, speak	<p>* Goal: help children recognize good and bad behaviors.</p> <ul style="list-style-type: none"> <li>- The teacher points to the pictures on page 28 in random order. Have children demonstrate their understanding of good and bad attitudes by responding both verbally and physically.</li> <li>- The teacher reenacts the story in the picture with a teaching assistant or a child who does well in class. Ask children to observe and say Yes or No.</li> </ul>
5. Summary	3	Computer	Class	Review the words you	<ul style="list-style-type: none"> <li>- The teacher gives word cards indicating emotions. Encourage children to say words indicating emotions.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
				have learned, sing them and say goodbye	- The teacher plays the video song Goodbye, encourages children to sing along and wave goodbye.
6. Extension activities			Class		<ul style="list-style-type: none"> <li>- The teacher asks the children to focus on the middle of the classroom. Create a messy floor scene with classroom objects. Standing next to that scene, making a tired expression. Ask Is it good? Lead the child to say No and put their thumb down.</li> <li>- Ask the child to put the objects back in the correct place. Ask Is it good? Lead children to say Yes and give a thumbs up.</li> </ul>



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## MY LITTLE FUN – BOOK 3

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

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

At the end of the lesson, children can:

- Recognize weather phenomena
- Repeat the names of weather phenomena

#### ***2. Target language:***

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

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

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

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

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

#### **Procedure:**

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



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

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

Audio scripts(Track 19):  
Lesson 1. Listen and repeat.

## MY LITTLE FUN – BOOK 3

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

#### 1. Objective:

At the end of the lesson, children can:

- Name weather phenomena
- Match weather images with weather icons

#### 2. Target language:

- Review words: sunny, cloudy, rainy, windy

#### 3. Extension languages:

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

#### 4. Teaching tools and materials:

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

#### Procedure:

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



Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> <li>• Attach the flashcards to the board (with the picture facing out) in random order.</li> <li>• The teacher says a word and asks the child at the head of each row to tap the corresponding word card on the board.</li> <li>• Repeat the process with the remaining words.</li> </ul>
2. Form knowledge	6	Class Book	Class	Look, listen and repeat	<p>* Objective: help children recognize weather symbols, read the names of weather types and understand the structure used to describe the weather 'It's...'</p> <ul style="list-style-type: none"> <li>- The teacher holds up page 30 of the Class Book or projects the picture of page 30 on the screen for the children to see.</li> <li>- The teacher points to the sunny picture and says Sunny, sunny and asks the children to repeat it a few times. Then the teacher says It's sunny and asks the children to repeat it a few times.</li> <li>- The teacher points to the sun symbol and instructs the children to talk with Teacher Sunny. It's sunny several times.</li> </ul>
				Connect	<ul style="list-style-type: none"> <li>- Teacher says Let's match. The teacher uses a pencil to connect the picture with the symbol.</li> </ul>
				Point and talk	<ul style="list-style-type: none"> <li>- Teacher says Point and say. Ask children to point to the picture/icon of sunny weather and say the whole sentence with the teacher twice. (For example: Sunny. It's sunny).</li> </ul>
					<ul style="list-style-type: none"> <li>- The teacher points to other pictures/symbols and repeats the process.</li> </ul>
3. Practice	5	<ul style="list-style-type: none"> <li>- Class Book</li> <li>- Audio</li> </ul>	Class	Listen, connect and speak	<p>* Objective: help children practice connecting weather pictures with weather symbols and saying the names of weather types</p> <ul style="list-style-type: none"> <li>- The teacher asks the children to look at the book, page 30.</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 Listen and match. Turn on the audio, pausing after each sentence. Ask children to listen to each sentence and use a pencil to connect the picture with the corresponding symbol in the book.</li> <li>- Ask your children to share their answers with you and say the sentences in pairs: (Cloudy). It's (cloudy).</li> <li>- The teacher walks around the classroom and helps children if needed.</li> <li>- The teacher calls a few children to read their answers in front of the class and say whole sentences.</li> </ul>
4. Application	7		Group	Fulfill the request	<p>* Objective: help children recognize similar types of weather and read their names.</p> <ul style="list-style-type: none"> <li>- Divide the class into groups of 3-4 students. The teacher gives each group a word card about the weather.</li> <li>- Place on the floor the number of sets of word cards corresponding to the number of divided groups.</li> <li>- Play a song and ask children to find word cards of the same type as the group's card and take it back to the group.</li> <li>- When the child has finished finding the word card, the teacher turns off the music and checks to see if the child has picked up the correct card.</li> <li>- Ask the child to choose the correct card and say the name (Example: Cloudy. It's cloudy).</li> <li>- Correct children's pronunciation if necessary.</li> </ul>
5. Summary	2	Computer connected to the internet	Class	Sing goodbye	<ul style="list-style-type: none"> <li>- The teacher holds up a picture of the situation, asks the children to look and say simple sentences (For example: It's windy).</li> <li>- The teacher plays the song Goodbye, waves goodbye, encourages children to sing along and wave goodbye.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
6. Extension activities		Card from	Whole class/Individual	Observe and implement	<ul style="list-style-type: none"> <li>- The teacher talks about a weather phenomenon and simulates it, for example using his hands to describe it as raining.</li> <li>- The teacher says Let's do together. The teacher repeats the word and asks the children to simulate the movements with him.</li> </ul>
					<ul style="list-style-type: none"> <li>- The teacher shows one child a word card about the weather, without letting the other students know. Ask children to simulate the word card. Teachers can help children.</li> <li>- Ask other children to say out loud to guess the weather phenomenon.</li> </ul>
					<ul style="list-style-type: none"> <li>- Repeat the process with as many children as possible.</li> </ul>

**Audio scripts(Track 20):**

*Lesson 2. Match and say.*

*Cloudy. It's cloudy.*

*Sunny. It's sunny.*

*Rainy. It's rainy.*

*Windy. It's windy.*

## MY LITTLE FUN – BOOK 3

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

#### 1. Objective:

At the end of the lesson, children can:

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

#### 2. Target language:

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

#### 3. Extension languages:

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

#### 4. Teaching tools and materials:

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

#### Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up	5	- Computer connected to	Class	Say hello and play games	* Goal: help children get ready for lessons; Review the weather vocabulary you have learned. - The teacher greets the children and asks them to stand up. Play the song Hello and ask your child to sing along. - Game: Roll the ball



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



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

**Audio scripts(Track 21):**  
*Lesson 3. Listen and sing.*

*Is it sunny? Yes, it is.*

*Is it sunny? Yes, it is.*

*Is it rainy? No, it isn't.*

*Is it rainy? No, it isn't.*

*Is it cloudy? Yes, it is.*

*Is it cloudy? Yes, it is.*

*Is it windy? No, it isn't.*

*Is it windy? No, it isn't.*

## MY LITTLE FUN – BOOK 3

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

#### *1. Objective:*

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

#### *2. Target language:*

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

#### *3. Extension languages:*

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

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

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

#### *Procedure:*

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

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



Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
4. Application	6	- Card from - Audio	Class	Listen, observe and do	<p>* Objective: help children listen and repeat simple sentences used to describe the weather 'It's...'</p> <ul style="list-style-type: none"> <li>- The teacher divides the class into 4 groups and asks the groups to sit in front of the board/screen. Give each group a set of 4 flashcards.</li> <li>- Turn on the audio/ Read the sentences randomly. Ask children to read the name of the weather type and hold up the corresponding word card.</li> </ul>
5. Summary	2		Class	Listen, repeat, sing goodbye	<ul style="list-style-type: none"> <li>- The teacher holds up the lesson book page and asks the whole class to say simple sentences with him: It's...</li> <li>- The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>
6. Extension activities		- White paper - Crayon	Class	Listen, follow	<ul style="list-style-type: none"> <li>- Ask children to stand in a semicircle.</li> <li>- The teacher says simple sentences describing the weather and does a descriptive action.</li> <li>- The teacher says the sentence again and asks the children to imitate what the teacher just did. Repeat this action several times.</li> <li>- The teacher talks about each type of weather and asks the children to do their own descriptive actions. Anyone who does wrong will be eliminated from the game and become a spectator.</li> <li>- The teacher can change the speaking speed to make the game more interesting.</li> </ul>

**Audio scripts(Track 22):**

*Lesson 4. Listen and tick.*

*One. It's sunny.*

*Two. It's cloudy.*

*Three. It's windy.*

*Four. It's rainy.*

## MY LITTLE FUN – BOOK 3

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

#### 1. Objective:

At the end of the lesson, children can:

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

#### 2. Target language:

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

#### 3. Extension languages:

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

#### 4. Teaching tools and materials:

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

#### Procedure:

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

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



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



## MY LITTLE FUN – BOOK 3

### LESSON 4: WEATHER - ACTIVITY 6: VALUES.

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

At the end of the lesson, children can:

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

#### **2. Target language:**

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

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

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

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

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

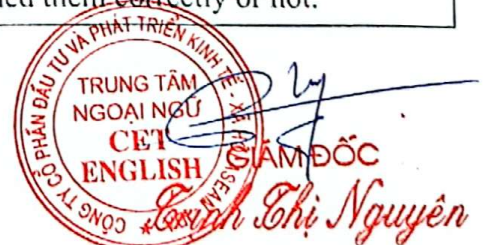
#### **Procedure:**

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

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



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



## MY LITTLE FUN – BOOK 3

### LESSON 5: ZOO - ACTIVITY 1: LISTEN AND REPEAT.

#### *1. Objective:*

At the end of the lesson, children can identify animals in the zoo.

#### *2. Target language:*

- New words: elephant, giraffe, tiger, monkey
- Review words and structures: Nam, Ben, Linda, Hoa, sunny, rainy, windy, cloudy; It's...

#### *3. Extension languages:*

- Extended structure: 'Today we're going to the zoo.'
- Voice commands & Classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; Look; Look and listen; Listen again and repeat.

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

- Class Book page 40
- Audio track 26
- Unit 5 situation painting
- Word cards: elephant, giraffe, tiger, monkey, sunny, rainy, windy, cloudy
- Magnifying glass
- Computer with internet connection and MyLittleFun application

#### *Procedure:*

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up	3	Computer connected to	Class	Greet and sing	<ul style="list-style-type: none"><li>* Goal: help children get ready for lessons; Review weather vocabulary.</li><li>- The teacher plays the song Hello and asks children to wave and sing along.</li></ul>



Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		the internet Card from			The teacher takes turns holding up the weather word cards (sunny, rainy, windy, cloudy) and saying It's... Ask the children to say it out loud to complete the sentence It's (sunny). Continue with the remaining flashcards.
2. Form knowledge	6	Class Book Situational painting Card from Audio	Class	Observe and listen	<p>* Objective: introduce children to animals in the zoo</p> <ul style="list-style-type: none"> <li>- The teacher holds up the word card 'sunny'. Say It's sunny. Today we're going to the zoo. Then show the children a picture of the situation (attach the picture of the situation on the board or project it on the screen).</li> </ul>
				Observe, listen and repeat	<ul style="list-style-type: none"> <li>- Teacher says Look. Take turns pointing at the animals (elephant, giraffe, tiger, monkey) in the situation picture and saying the corresponding words. Then repeat.</li> <li>- The teacher says Look and listen. Turn on the audio and point to the corresponding animals.</li> <li>- The teacher says Listen again and repeat. Turn on the audio word by word. Children repeat as a whole class and individually.</li> </ul>
3. Practice	6	Class Book Audio Situational painting	Class/ Individual	Listen and repeat	<p>* Objective: help children read the names of animals.</p> <ul style="list-style-type: none"> <li>- The teacher asks students to open the book to page 40. At the same time, project page 40 on the screen / attach a picture of the situation to the board.</li> <li>- Ask students to point to Nam, Linda, Hoa and Ben in the picture. Say the characters' names out loud.</li> <li>- The teacher said that children will go to the zoo with these characters and meet some animals.</li> <li>- The teacher turns on the audio, stops after the words and asks the children to point to each animal in the book.</li> <li>- Teacher turns the audio back on. Ask children to listen, repeat the words and point to the corresponding animal.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
4. Application	5	Card from	Class	Look at the flashcard and say the name	<p>* Objective: help children name and recognize animals.</p> <ul style="list-style-type: none"> <li>- Put the word cards on the board in the following order: monkey, tiger, elephant, giraffe. Ask the child to stand up. The teacher points to the animal word cards and asks the children to say the names out loud.</li> <li>- Change the order of flashcards and do it again. Repeat this process 2-3 times.</li> </ul>
5. Summary	5	Computer connected to the internet Card from	Class	Sing goodbye	<ul style="list-style-type: none"> <li>- The teacher takes turns holding up cards from 4 animals, saying the names and asking the whole class to repeat.</li> <li>- The teacher plays the song Goodbye, waves goodbye, encourages children to sing along and wave goodbye.</li> </ul>
6. Extension activities		Card from	Class		<p>SEARCH!!</p> <ul style="list-style-type: none"> <li>- The teacher attaches a picture of the situation to the board. Hold a magnifying glass and say Find tiger. Point to the tiger in the situation picture and say Tiger. Ask children to look at the book on page 40. Continue asking children to find other animals (giraffe, elephant, monkey).</li> </ul>

**Audio scripts**(Track 26)

*Lesson 1. Listen and repeat.*

*Tiger. Elephant. Monkey. Giraffe.*

## MY LITTLE FUN – BOOK 3

### LESSON 5: ZOO - ACTIVITY 2: MATCH AND SAY.

#### *1. Objective:*

At the end of the lesson, children can:

- Recognize and read the names of animals in the zoo
- Match the same animals

#### *2. Target language:*

- New word: lion
- Review words and structures: giraffe, elephant, monkey; It's (a lion)

#### *3. Extension languages:*

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

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

- Class Book page 41
- Audio track 27
- Word cards: lion, monkey, giraffe, elephant, tiger
- 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. Start up	5	Computer connected to the internet	Class	Greetings and warm ups	<p>* Goal: help children get ready for lessons; Review 4 vocabulary words about animals (monkey, tiger, giraffe, elephant).</p> <p>- The teacher plays the song Hello, sings along and asks the children to sing along.</p>



Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		Softball Card from			<ul style="list-style-type: none"> <li>- The teacher attaches a picture of the situation to the board. Call a child to come up to the board and stand in the position where the picture of the situation is attached. The teacher says one word. Ask the whole class to repeat the word and the children standing on the board will point to the corresponding animal in the situation picture. Continue this process with the other children.</li> </ul>
2. Form knowledge	5	Card from Situational painting	Class/ Individual	Observe, listen, and repeat	<p>* Objective: help children recognize animals in the zoo.</p> <ul style="list-style-type: none"> <li>- The teacher shows the children the word card 'monkey'. The teacher says Monkey and asks the children to repeat it twice. Attach this word card to one side of the board.</li> <li>- The teacher attaches a picture of the situation to the board. Call a child to the board, ask the child to point to the monkey picture in the situation picture and say Monkey. Ask the whole class to repeat after that child.</li> <li>- Teacher tags the word 'monkey' to compete in situations. Use your index finger to connect the two monkey shapes. The teacher said Monkey. It's a monkey while connecting two images. Ask the whole class to repeat together.</li> </ul>
3. Practice	7	Class Book Audio	Class	Observe, listen and repeat	<p>* Objective: help children recognize similar animals, match and speak</p> <ul style="list-style-type: none"> <li>- The teacher asks the children to look at the book, page 41. The teacher points to 4 animals in the class picture and asks the children to say their names out loud (giraffe, monkey, lion, elephant).</li> <li>- Say that the child will match the same animals on this page.</li> <li>- The teacher points to the lion in the big picture and says Lion. Point to the lion image in the small picture frame on the left and say It's a lion. Use your index finger to connect these two lions</li> </ul>



Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>together. Ask children to imitate and repeat sentences and words.</p> <ul style="list-style-type: none"> <li>- Do the same with other animals.</li> <li>- Teacher says Listen. Match and say. Turn on audio. Ask children to listen, use a pencil to match similar animals and repeat words and sentences.</li> </ul>
				Listen, connect and repeat	<ul style="list-style-type: none"> <li>- Teacher says Listen. Match and say. Turn on audio. Ask children to listen, use a pointer to connect similar animals and repeat words and sentences.</li> </ul>
4. Application	6	Computer connected to the internet Class books	Class	Listen and sing along	<p>* Objective: help children match similar animals.</p> <ul style="list-style-type: none"> <li>- Ask children to share their answers with the whole class.</li> <li>- The teacher projects page 41 on the screen or holds up page 41 of the book for the children to see. Say Lion and prompt the child to say It's a lion. Then ask children to use their fingers to simulate a line connecting 2 identical animals on the screen/board.</li> </ul>
5. Summary	2	Computer connected to the internet	Class	Ask and answer Sing goodbye	The teacher plays the song Goodbye, waves goodbye, encourages children to sing along and wave goodbye.
6. Extension activities		Card from	Class		Find photos of animals in the zoo (lion, monkey, giraffe, elephant, tiger). Place these pictures on the table and stick the flashcards of the 5 animals on the board. Divide the whole class into 2 teams. Each team nominates one person to stand at the bottom of the class. Say the name of an animal and the two animals will compete to find a picture of that animal, attach it to the corresponding magnetic card position and say the animal's name. The team that answers correctly and faster will be awarded a star.

**Audio scripts(Track 27)**

*Lesson 2 Match and say.*

*Lion. It's a lion.*

*Elephant. It's an elephant.*

*Giraffe. It's a giraffe.*

*Monkey. It's a monkey.*

## MY LITTLE FUN – BOOK 3

### LESSON 5: ZOO - ACTIVITY 3: LISTEN AND CHANT.

#### 1. Objective:

At the end of the lesson, children can:

- Answer simple questions about animals in the zoo
- Read along with the rhyme

#### 2. Target language:

- New structure: Is it (a tiger)? - Yes, it is. / No, it isn't.
- Review words: monkey, tiger, lion, giraffe, elephant

#### 3. Extension languages:

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

#### 4. Teaching tools and materials:

- Class Book page 42
- Audio tracks 28
- Word cards: lion, monkey, giraffe, elephant, tiger
- 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. Start up	5	Computer connected to the internet Softball	Class	Greetings and warm ups	<p>* Goal: help children get ready for lessons; Review vocabulary about animals.</p> <ul style="list-style-type: none"><li>- The teacher plays the song Hello, asks children to stand up and sing along.</li><li>- Game: Kim's game (What is running?) The teacher divides the class into 2 teams. Instruct the child to shout out the name of the animal running across the screen. The team that says it</li></ul>



Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		Card from			right will be awarded 1 star. Then project the animal image on the screen at a fast speed. Call which team raises their hands faster. Award a prize if the team answers correctly. Play this game with the animals learned in the lesson, or you can add other animals (birds, rabbits,...).
2. Form knowledge	5	Card from Situational painting	Class/ Individual	Observe, listen, and repeat	<p>* Goal: help children get used to the question 'Is it (a tiger)?' and the answer 'Yes, it is / No, it isn't'.</p> <ul style="list-style-type: none"> <li>- The teacher shows the word card 'tiger' to the children. Teacher asks What is it? and the child answers It's a tiger.</li> <li>- The teacher held up the word card 'tiger' again and asked Is it a tiger? and answer Yes, it is. Ask the class to repeat the thumbs up</li> </ul>
3. Practice	7	Audio Card from	Class	Listen, clap and repeat	<p>* Objective: help children read along with the rhyme.</p> <ul style="list-style-type: none"> <li>- The teacher says Let's listen. Ask children to listen to the entire rhyme twice. Encourage children to clap their hands to the beat while reading the nursery rhyme.</li> <li>- Teacher says Let's chant along. Turn the audio back on, stopping after each line. Ask children to listen and repeat each line 2-3 times and point to the animal word card attached to the board.</li> </ul>
4. Application	6	Computer connected to the internet Class books	Class	Listen and sing along	<p>* Objective: help children read rhymes.</p> <ul style="list-style-type: none"> <li>- The teacher creates rhythm. Ask children to clap their hands to the rhythm and read along with the teacher twice.</li> <li>- Turn on the audio and encourage your child to read along.</li> <li>- Divide the class into 2 teams. Turn on audio. One team will read the questions and the other team will read the answers. Children can nod or shake their heads according to the answers they are reading. Switch the roles of the two teams the second time.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
5. Summary	2	Computer connected to the internet	Class	Ask and answer Sing goodbye	The teacher plays the song Goodbye, waves goodbye, encourages children to sing along and wave goodbye.
6. Extension activities		Card from	Class		Ask the child to stand up. The teacher reads the rhyme slowly and asks children to read with him at that speed. The teacher speeds up the second time, encouraging children to read at the same speed. Gradually increase the speed in readings 3 and 4.

#### Audio scripts(Track 28)

*Lesson 3. Listen and chant.*

*Is it a tiger? Yes, it is.*

*Is it a lion? No, it isn't.*

*Is it an elephant? Yes, it is.*

*Is it a monkey? No, it isn't.*

*Is it a giraffe? Yes, it is.*

*Is it a zoo? Zoo, zoo, zoo.*

## MY LITTLE FUN – BOOK 3

### LESSON 5: ZOO - ACTIVITY 4: TICK OR CROSS.

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

At the end of the lesson, children can correctly identify animals through listening activities.

#### ***2. Target language:***

- Review words: lion, monkey, giraffe, elephant, tiger, lion

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

- Expanded structure: It's a lion

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

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

- Class Book page 43

- Audio track 29

- Word cards: lion, monkey, giraffe, elephant, tiger

- Pencil

- Computer with internet connection and MyLittleFun application

#### **Procedure:**

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up	5	Computer connected to the internet Card from	Class	Greet and sing	<p>* Objective: help children get ready for the lesson and review the vocabulary they have learned about animals.</p> <ul style="list-style-type: none"><li>- The teacher asks the children to sing along to the song Hello.</li><li>- The teacher puts cards from animals (lion, monkey, giraffe, elephant, tiger) on the table. Call one child up, choose a word card and hold it up for the whole class to see. The remaining children will</li></ul>



Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					say the name of the animal out loud in unison Do the same with the remaining flashcards.
2. Form knowledge	6	Card from	Class	Watch, listen and follow	<p>* Objective: help children correctly recognize animals.</p> <ul style="list-style-type: none"> <li>- The teacher holds up the word card 'lion' and asks Is it a lion? Lovebridgechild answers Yes, it is.</li> <li>- Say It's a lion and ask the class to repeat it twice.</li> <li>- Tag the word 'lion' on the board. Draw an empty box under the word card. Say It's a lion and use your finger to make a tick sign. Then say It's a tiger and use your fingers to make a cross sign. The teacher asks children to imitate their actions.</li> <li>- Repeat this process with other flashcards (tiger, elephant, monkey, giraffe)</li> </ul>
3. Practice	6	Class Book Audio	Individual/ Pair	Look at the pictures, listen and mark	<p>* Objective: help children correctly recognize animals</p> <ul style="list-style-type: none"> <li>- The teacher holds up page 43 or projects it on the screen. Point to the animals and ask children to say their names (lion, monkey, giraffe, elephant, tiger).</li> <li>- Point to picture number 1 in the book. Ask children What is it? and ask children to answer It's a tiger.</li> <li>- The teacher says Listen. Point to the picture of a tiger and say It is a lion. Then mark a cross (x) in the empty box next to the picture.</li> <li>- Ask students to open their books to page 43.</li> <li>- Say Listen. Tick and cross. Turn on audio. Ask to listen and use a pencil to mark a check or cross in the blank box.</li> <li>- Ask each child to share their answers with their classmates.</li> <li>- Invite a few children to read the answers from numbers 1 to 5 by saying Tick/Cross or history Use your fingers to signal.</li> <li>- Turn the audio back on and write your answers on the board. Correct incorrect sentences with the</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					whole class (Example: One. It is a tiger – not a lion). Key: 1. x 2. $\sqrt{}$ 3. $\sqrt{}$ 4. x 5. x
4. Application	6	Card from Audio	Class	Listen, observe and do	* Objective: help children correctly recognize animals. The teacher asks children to work in pairs, point to pictures number 2, 3, 4, 5 and say It's (a lion). The remaining children will use their fingers to show a check mark ( $\sqrt{}$ ) or a slash (x) respectively.
5. Summary	2		Class	Listen, repeat, sing goodbye	The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.
6. Extension activities		White paper Crayon	Class		Guess the animal! - The teacher divides the class into 2 teams. Each round, teams will nominate one child to guess the name of the animal. That child will stand with his back to the board. - The teacher holds up a card from an animal (tiger, lion, giraffe,...). - Ask the child standing on the board to ask the question Is it (a tiger)? The remaining children in the team can only answer yes or no. Then ask the children to stand on the board and guess the name of the animal after asking twice. If the child guesses correctly, the whole team will be awarded 1 star. The teacher organizes the game 3-4 times. The team with more stars will win.

#### Audio scripts(Track 22)

Lesson 4. Tick or cross.

One. It is a lion.

Two. It is a giraffe.

Three. It is an elephant.

Four. It is a monkey.

Five. It is a tiger.

## MY LITTLE FUN – BOOK 3

### LESSON 5: ZOO - ACTIVITY 5: COUNT AND COLOUR.

#### *1. Objective:*

At the end of the lesson, children can:

- Recognize number 8
- Count to 8
- Color the picture according to the instructions

#### *2. Target language:*

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

#### *3. Extension languages:*

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

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

- Class Book page 44
- Word cards: tiger, giraffe, elephant
- Number cards: 7, 8
- Audio
- Computer with internet connection and MyLittleFun application

#### *Procedure:*

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
<b>I. Warm-up and Review</b>	3	Computer connected to the internet	Class	Greeting and singing, pointing	<p>* Goal: help children get ready for lessons; Review the number 7 and learned animal words.</p> <ul style="list-style-type: none"><li>- The teacher plays the song Hello and asks the children to sing along.</li><li>- Attach number cards and word cards to the board in order: number 7, tiger, giraffe. Point to the</li></ul>



Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		Card from			<p>cards one by one and say the names. Repeat a few times and encourage your child to repeat.</p> <ul style="list-style-type: none"> <li>- Ask the children to close their eyes and the teacher places the front of a flashcard face down. Ask the child to open his eyes and say which card is turned face down. Repeat this a few times.</li> </ul>
<b>2. Prepare</b>	6	Class Book; Pencil; Crayon	Class	Watch, listen and count.	<p>* Objective: help children recognize the number 8 and count to 8.</p> <ul style="list-style-type: none"> <li>- Introduce that children will learn to count to 8 in English.</li> <li>- The teacher invites 8 children to come to the board. Point to all children, count and say Eight. Then point to each child in turn and count from 1 to 8. (The teacher can count other objects in the classroom that children can easily observe such as books, tables, chairs, pencils).</li> <li>- The teacher says Let's count, points to 8 children on the board and says the number. Ask the whole class to count together.</li> </ul>
<b>3. Implementation</b>	8	Class Book; Crayon	Class	Listen, answer, count, color	<p>* Objective: help children practice counting to 7, 8 and color the picture.</p> <ul style="list-style-type: none"> <li>- The teacher counts to 8 with a few groups of objects in the classroom. Point to objects and count. Ask children to count with them.</li> <li>- Ask the child to open the book to page 44. Point to the number in the first line first and ask What is it? Children answer Number 7.</li> <li>- Point to the animal in the first line and ask What is it? Children answered Tiger.</li> <li>- The teacher says Let's count the tigers and counts to 7. LoveAsk your child to point and count with you.</li> <li>- The teacher tells the children that some tigers are white and some are black. The teacher says Let's color and asks the children to color the tigers.</li> <li>- Repeat the above process with number 8 and the elephants on the lower line.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
4. Project presentation	7	Class Book;	Class	Share products, count and talk	<p>* Objective: help children share colored pictures and count to 8.</p> <p>The teacher asks children to share the picture in pairs. One child points to any number on the page and the other child says the name of the animal and counts to the corresponding number.</p>
5. Summary	2	Class books	Class	Sing goodbye	The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.
6. Extension activities		White paper; Crayon	Class	Painting and drawing	<p>Pass the ball</p> <p>The teacher gives the ball to a child and turns on the music. The children take turns passing the ball to their friends until the music stops. The child holding the ball must stand up and use their fingers to count the numbers on the number card (numbers 7, 8) that the teacher holds up. Repeat this game several times.</p>

## MY LITTLE FUN – BOOK 3

### LESSON 5: ZOO - ACTIVITY 6: TRACE AND SAY. VALUES.

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

At the end of the lesson, children can:

- Recognize the sound /æ/ and highlight the letters A and a
- Be aware of the laws

#### **2. Target language:**

- New word: letter A
- Review word: apple

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

- Extended structure: Who is it?; What is it?; Nam is giving a banana to the monkey. It is not good.; Is it good?; It's good to follow rules.; 5
- Voice commands & Classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; Trace and say

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

- Class Book page 45
- Audio tracks 30
- Word cards: apple, letter A
- Puppets: Linda
- Pencil
- Computer with internet connection and MyLittleFun application

#### **Procedure:**

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Warm-	5	Computer connected to	Class	Greetings and	* Goal: help children get ready for lessons; Review the words about animals you have learned.



Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
up and Review		the internet Card from		warm-up games	<ul style="list-style-type: none"> <li>- The teacher puts the death cards of 5 animals (tiger, monkey, lion, giraffe, elephant) on the board.</li> <li>- Turn on the audio of the rhyme (Track 28) and ask the children to stand up, read the rhyme and point to the corresponding animal.</li> <li>- Play a child's favorite song, encourage them to sing along, and ask them to pass the cards clockwise.</li> <li>- Stop the music suddenly. Ask the children holding the word cards in their hands to hold them up for the whole class and take turns reading the names of the objects on the word cards. (For example: This is a shirt./ These are shorts)</li> <li>- Repeat this process several times.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
2. Highlight and speak	8	Card from	Class	Listen, repeat, highlight the simulation.	<p><b>2.1. Form knowledge</b></p> <p>*Aim: introduce the letter A (upper and lower case) and the sound /æ/.</p> <ul style="list-style-type: none"> <li>- Tell children that today the class will learn the letter A and the sound /æ/.</li> <li>- Tag the word 'apple' on the board. Say Apple. Ask the child to repeat.</li> <li>- Ask the child if he can hear the first sound of the word 'apple'. Say /æ/. Ask the child to repeat the sound after you.</li> <li>- Tell the child that it is the letter A, the sound /æ/ and learn to write the letter A. The teacher faces the board, uses his index finger to simulate the letters A in the air, like the letters in the book on page 45. The teacher says A while writing. Ask the child to repeat twice.</li> <li>- Write the letters 'A' and 'a' on the board. Add polka dots or hatches like in the book. Guide children to draw letters (teachers can use instructional videos)</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		Class books Pencil		Observe and highlight	<p><b>2.2. Practice</b></p> <p>* Objective: help children draw the letters A and a.</p> <ul style="list-style-type: none"> <li>- Ask the child to open the book to page 45.</li> <li>- Teacher says Trace and say. Point to the letter A in the book, say A, and use your index finger to trace the letter A in the book. Ask children to practice tracing the letters in their books with their fingers and saying the letter names.</li> <li>- Observe and check to see if the child has drawn correctly.</li> <li>- Repeat this process with a lowercase 'a'.</li> <li>- Point to the picture of the apple and the line around it. Hold up the book and instruct your child to trace around the apple, starting with the dot.</li> <li>- Ask your child to trace the apple in the book with one finger.</li> <li>- Ask your child to use a pencil to trace the letters and apples.</li> </ul>
					<p><b>2.3. Manipulate</b></p> <p>* Objective: help children recognize the letters A and a.</p> <ul style="list-style-type: none"> <li>- Ask children to work in pairs, play Take out your book and use your finger to trace the letters A, a and the shape of an apple while saying A – a – apple.</li> <li>- Say A and ask the class to write the uppercase and lowercase A in the air.</li> </ul>
		Class Book Puppets	Class	Observe, listen, respond	<p><b>3.1. Form knowledge</b></p> <p>* Goal: help children know how to obey the law.</p> <ul style="list-style-type: none"> <li>- The teacher shows the children the picture of Nam at the zoo (in the book/screen) and asks Who is it? Children answered Nam. Then</li> </ul>



Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>pointed to the fruit that Nam was holding in his hand and asked What is this? Children answered Banana. Point to the animal in the cage and ask What is it? Children answered Monkey.</p> <ul style="list-style-type: none"> <li>- Point to the sign next to the barn and see if your child understands what the sign means. Ask children to answer in Vietnamese if necessary.</li> <li>- The teacher draws a sad face on the board. Say Nam is giving a banana to the monkey. It is not good.</li> <li>- The teacher shows the children the second picture, points to Linda and the elephant, asks questions and asks the children to answer.</li> <li>- Use the Linda puppet and move inside the elephant cage. Ask children Is it good? Children answer No. Then move the Linda puppet out, similar to the position in the picture, ask Is it good? Children answered Yes.</li> <li>- Draw 1 facefundraw on the board and a sad face. Then say It's good to follow rules.</li> </ul>
		Class books	Observe, draw, color		<p><b>3.2. Practice</b></p> <p>* Objective: to help children recognize what they should and should not do.</p> <ul style="list-style-type: none"> <li>- Ask the child to open the book to page 45. Point to the first picture and ask Is it good? Use facial expressions to illustrate emotions. Encourage children to answer No and express the corresponding emotions on their faces.</li> <li>- The teacher draws a face on the symbol in the right corner of the picture and asks the children to imitate it.</li> <li>- The teacher asks children to work in pairs, draw and color the face in the second picture</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		Class books		Observe, listen, respond	<b>3.3. Manipulate</b> * Goal: help children answer other cases and understand the lesson.  The teacher randomly holds up 2 pictures on page 45 and asks the children Is it good? and ask children to answer Yes or No with facial expressions. Teachers can use it further the Other images for children to use.
4. Summary	4	Class books	Class	Speak, emulate, sing goodbye	<ul style="list-style-type: none"> <li>- The teacher holds up the word card 'letter A' and asks the children to say A out loud twice, then use their fingers to simulate the letter A in the air.</li> <li>- The teacher plays the song Goodbye, encourages children to sing along and wave goodbye with the word cards 'letter A' and 'apple'.</li> </ul>

**Audio scripts (Track 30)**  
*Lesson 6. Trace and say.*  
*Ah, ah. This is the letter a.*  
*This is the sound /æ/.*  
*/æ/ /æ/ Apple. Apple.*



  
 GIÁM ĐỐC  
*Trinh Thị Nguyễn*

## MY LITTLE FUN – BOOK 3

### LESSON 6: JOBS - ACTIVITY 1: LISTEN AND REPEAT.

#### *1. Objective:*

- Identify some occupations
- Repeat the names of occupations

#### *2. Target language:*

- New words: farmer, doctor, builder, firefighter
- Review words and structures: happy, hungry, tired, thirsty, sad; I'm ...

#### *3. Extension languages:*

- Expanded structure: Hello, (Ben). How are you?
- Voice commands & Classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; Let's learn about jobs today; Listen; Listen and point.

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

- Class Book page 46
- Audio tracks 31
- Unit 6 situation painting
- Occupation word cards: farmer, doctor, builder, firefighter
- Emotional word cards: happy, hungry, thirsty, tired, sad
- Puppets: Ben, Hoa, Linda, Nam
- 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 - Card from - Puppet soldiers	Class	Greet and sing	* Goal: help children get ready for lessons. Review the characters. - Ask children to sing along to Hello or their favorite song. - The teacher holds up the puppets (Ben, Hoa, Linda, Nam) and reviews these characters with the children. Instruct children to say Hello (Ben). How are you? with the characters. - Divide the class into two groups. Each group is given a puppet and an emotion card. Group 1 holds up the puppets and group 2 says Hello, (character's name). How are you? and group 1 answered I'm... then switched roles.
2. Form knowledge	6	- Situational painting - Card from - Audio	Class	Observe, follow, listen	* Objective: introduce careers. - The teacher shows the picture of the situation to the children. Elicit the characters in the painting and their emotions (happy). - The teacher introduces that these characters are participating in a job fair, and today the whole class will learn vocabulary about careers (Let's learn about jobs today!). - The teacher asks children to listen first (use actions to express that children will listen, not speak). - The teacher holds up the word card 'farmer' and says slowly Farmer. Farmer. Attach word cards to the board. Make a symbol for the word 'farmer'. Do it again and ask your child to do the same. - Repeat this process with the words 'doctor', 'builder', 'firefighter'. - Teacher says Listen. Turn on audio. Stop after each word and point to the corresponding word card.
3. Practice	7	- Class Book - Audio - Situational painting	Class/ Individual	Listen, point and repeat	* Objective: to help children recognize occupations and practice repetition. - The teacher asks children to pay attention to the situation picture. - The teacher pointed to Ben and said Farmer. Point at Hoa and say Doctor. Point to South and say Builder. Point at Linda and say Firefighter. Point

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>and repeat the names of the occupations again and ask the child to repeat them.</p> <ul style="list-style-type: none"> <li>- Ask the children to open the book to page 46. The teacher says Listen and point. Turn on the audio and stop after words. Ask children to point to the correct characters.</li> <li>- The teacher says Listen and repeat. The teacher turns the audio back on a few times. Ask children to listen, repeat the words and point to the corresponding character. Ask the children to repeat in unison, then repeat each other.</li> </ul>
4. Application	6	Card from	Class	Look at the word cards, do actions to describe them	<p>* Objective: to help children recognize professions and repeat their names.</p> <ul style="list-style-type: none"> <li>- The teacher randomly talks about occupations. Ask children to repeat and point to the corresponding character in the book (page 46).</li> <li>- Game: Who am I? <ul style="list-style-type: none"> <li>• Ask the whole class to stand in a circle.</li> <li>• Hold a career word card high above your head so the child can see it clearly, but the teacher cannot see it.</li> <li>• Ask your child to do an action that describes that occupation so you can guess.</li> <li>• Say the occupation name out loud to your child and ask him or her to repeat it if correct.</li> <li>• Continue the game. You can take turns inviting children to pick up the word cards to guess.</li> </ul> </li> </ul>
5. Summary	3	Computer connected to the internet	Class	Sing goodbye	The teacher plays the song Goodbye, waves goodbye, encourages children to sing along and wave goodbye.
6. Extension		Card from	Class		Quickly raise and lower the magnetic card. Ask the children to try to see what occupation the word card represents.

## MY LITTLE FUN – BOOK 3

### LESSON 6: JOBS - ACTIVITY 2: MATCH AND SAY.

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

- Name the occupations
- Connect people with corresponding occupations

#### ***2. Target language:***

- New word: teacher
- Review words: farmer, doctor, builder, firefighter, mum, dad, grandpa, grandma

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

- Expanded structure: I'm a teacher; He's a farmer; One step, two steps, three steps. Turn round.
- Voice commands & Classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; It's...; Listen. Match and say; Get your pencils ready.

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

- Class Book page 47
- Audio tracks 32
- Word cards: farmer, doctor, builder, firefighter
- Pencil
- Computer with internet connection and MyLittleFun application

#### ***Procedure:***



Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up	5	Computer connected to the internet Card from	Class	Greetings and warm ups Listen, repeat	<p>* Goal: help children get ready for lessons; Check to see if your child can understand vocabulary about occupations.</p> <ul style="list-style-type: none"> <li>- Ask children to sing along to Hello or their favorite song.</li> <li>- The teacher holds up the career word cards (farmer, doctor, builder, firefighter) and reads the words one by one. Ask the child to repeat.</li> <li>- The teacher holds up the word card 'farmer' and says Farmer. Children nod or use their hands to show that the teacher is correct. Do the same with other word cards, the teacher says both true and false. Play 1-2 turns, increasing the speed after each turn if your child is still interested.</li> </ul>
2. Form knowledge	6	Class Book	Class/ Individual	Observe, listen, repeat and follow	<p>* Objective: help children recognize what this person does and repeat the profession's name.</p> <ul style="list-style-type: none"> <li>- The teacher holds up the lesson book page (page 47). Talk about the characters on both sides of the page (Linda's grandfather, grandmother, father, mother. They are happy.).</li> <li>- The teacher points to the pictures in the middle and says the occupations (doctor, teacher, farmer, firefighter). Ask your child to show you and repeat the occupations.</li> <li>- Pointing to Linda's grandmother. Say Look. She's a teacher. Simulate the act of writing on the board and saying I'm a teacher. Teacher. Ask the children to repeat after the Teacher. Teacher.</li> <li>- Use your hands to connect the model of the grandmother's picture with the teacher's picture.</li> <li>- Point at him and say Grandpa. Point to the picture 'farmer' and say He's a farmer. Say both sentences again and use your fingers to connect the pictures.</li> <li>- Instruct children to talk with their friends and use their hands to connect 2 pairs of pictures.</li> </ul>
3. Practice	6	- Class Book - Audio	Class	Observe, listen, repeat	<p>* Objective: help children practice matching people with corresponding occupations and saying the names of occupations.</p>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
				and follow	<ul style="list-style-type: none"> <li>- Ask the child to open the book to page 47. Hold a pencil and say Get your pencils ready.</li> <li>- The teacher says Listen and match. Turn on the audio and stop after each sentence. Ask children to use pencils to match people with corresponding occupations.</li> <li>- Teacher says Listen again. Turn the audio back on and stop after each sentence. Ask children to use their fingers to match the person with the corresponding occupation and repeat the sentence.</li> <li>- Ask children to check their answers with their friends, then the teacher corrects the lesson with the whole class.</li> </ul>
4. Application	6	Card from	Class	Play game	<p>* Objective: help children recognize and name professions.</p> <ul style="list-style-type: none"> <li>- Game: Three steps <ul style="list-style-type: none"> <li>• The teacher calls two children to the board, standing with their backs to each other.</li> <li>• Give each child a career flashcard. Teacher says One step, two steps, three steps. Turn round.</li> <li>• Ask those two children to take three steps, turn around and say out loud the name of the occupation the child opposite them is holding. Try to speak as fast as possible.</li> <li>• Give a star prize to the winner. Encourage the whole class to say She's / He's a ...</li> </ul> </li> </ul>
5. Summary	2	Computer connected to the internet	Class	Sing goodbye	The teacher plays the song Goodbye, waves goodbye, encourages children to sing along and wave goodbye.
6. Extension activities		Card from	Class		<p>Game: TPR</p> <p>Make an action that describes an occupation and ask the child to guess. Then name a profession and ask children to describe it.</p>

Audio scripts(Track 32):

Lesson 2. Match and say.

My grandpa. He's a farmer.

My mum. She's a doctor.

My dad. He's a firefighter.

My grandma. She's a teacher.



## MY LITTLE FUN – BOOK 3

### LESSON 6: JOBS - ACTIVITY 3: LISTEN AND SING.

#### 1. Objective:

- Repeat simple sentences 'She's a (doctor).'
- Sing along to the song

#### 2. Target language:

- New structure: She's a (doctor).
- Review words: teacher, farmer, doctor, firefighter, builder

#### 3. Extension languages:

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

#### 4. Teaching tools and materials:

- Class Book page 48
- Audio track 33
- Word cards: teacher, farmer, doctor, firefighter, builder
- Computer with internet connection and MyLittleFun application

#### Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up	5	<ul style="list-style-type: none"> <li>- Computer connected to the internet</li> <li>- Card from</li> </ul>	Class	Say hello and play games	<ul style="list-style-type: none"> <li>* Goal: help children get ready for lessons; Review career vocabulary.</li> <li>- Ask children to sing along to Hello or their favorite song.</li> <li>- Tag the profession words (teacher, farmer, doctor, firefighter, builder) on the board. Point to the 'teacher' tag and say Teacher. Point to other flashcards and ask the whole class to say the occupation names in unison.</li> <li>- Game: Kim's game                             <ul style="list-style-type: none"> <li>● Review the career vocabulary cards again.</li> </ul> </li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> <li>• Quickly raise and lower. Ask the child to say the word out loud.</li> <li>• Play 2-3 rounds, varying the speed (faster or slower).</li> </ul>
2. Form knowledge	5	Class Book	Class	Observe, listen, repeat and follow	<p>* Objective: to help children understand the structure 'She's a (doctor)'.</p> <ul style="list-style-type: none"> <li>- The teacher holds up the book for the children to look at, page 48. Explains (in Vietnamese or with the help of a teaching assistant if necessary) to the children that this is a small city and these are the city's residents.</li> <li>- Point to each person in the picture and suggest their occupation.</li> <li>- Point to the doctor and say She's a doctor. Ask your child to repeat after you. Describe a doctor and repeat the sentence. Ask your child to follow you (both actions and words).</li> <li>- Repeat this process with other occupations. Ask the child to repeat until he or she remembers the action.</li> </ul>
3. Practice	7	- Class Book - Audio	Class	Listen to each line and sing along	<p>* Goal: help children learn the song and repeat each line of the song.</p> <ul style="list-style-type: none"> <li>- Ask the child to open the book to page 48.</li> <li>- Teacher says Listen. Turn on audio. Ask children to listen to the entire song.</li> <li>- Teacher says Listen and sing. The teacher turns on the audio and stops after each line. Ask children to listen and sing along to each line and point to the corresponding characters in the book.</li> </ul>
4. Application	6	Audio	Class	Listen and sing along	<p>* Goal: help children sing songs.</p> <ul style="list-style-type: none"> <li>- The teacher asks the children to stand up and sing along with the audio. Ask children to describe their occupations while singing along.</li> <li>- Ask children to sing in groups and individually.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
5. Summary	2	Computer connected to the internet	Class	Sing goodbye	The teacher plays the song Goodbye, waves goodbye, encourages children to sing along and wave goodbye.
6. Extension activities		Card from	Class		Game: Guess my job <ul style="list-style-type: none"> <li>- Divide the class into 2 teams.</li> <li>- Each team sends one child to the board.</li> <li>- Show children cards from 1 profession, ask them to describe it to their team and guess by shouting out She's / He's a...</li> </ul>

**Audio scripts(Track 33):**

*Lesson 3. Listen and sing.*

*(Let's sing the job song!)*

*She's a doctor. She's a doctor.*

*Doctor, doctor, doctor.*

*He's a teacher. He's a teacher.*

*Teacher, teacher, teacher.*

*He's a builder. He's a builder.*

*Builder, builder, builder.*

*He's a firefighter. He's a firefighter.*

*Firefighter, firefighter, firefighter.*

*She's a farmer. She's a farmer.*

*Farmer, farmer, farmer.*



## MY LITTLE FUN – BOOK 3

### LESSON 6: JOBS - ACTIVITY 4: LISTEN AND TICK.

#### 1. Objective:

At the end of the lesson, children can identify occupations through listening activities.

#### 2. Target language:

- Review words and structures: teacher, farmer, doctor, firefighter, builder; She's a (teacher).

#### 3. Extension languages:

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

#### 4. Teaching tools and materials:

- Class Book page 49
- Audio tracks 34
- Word cards: teacher, farmer, doctor, firefighter, builder
- Pencil, sticky ball
- 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. Start up	5	<ul style="list-style-type: none"><li>- Computer connected to the internet</li><li>- Card from</li></ul>	Class	Greet and sing	<p>* Objective: help children get ready for lessons and review vocabulary they have learned about careers.</p> <ul style="list-style-type: none"><li>- The teacher asks the children to sing the song Job (Lesson 3 – Track 33) or their favorite song.</li><li>- The teacher holds up a picture of the situation.</li><li>- Hold up the word card 'farmer' and say He's a farmer. Move the flashcard to a position close to 'farmer' in the situation picture and say He's a</li></ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		- Situational painting			farmer. Ask the child to repeat. Do the same with the remaining flashcards.
2. Form knowledge	6	Card from	Class	Observe, listen, repeat and follow	<p>* Objective: help children get used to the tick marks used in lessons; Recognizing correct information in sentences is very simple.</p> <ul style="list-style-type: none"> <li>- The teacher puts cards from occupations on the board. Call a child to the board. The teacher says He's a farmer. Ask the child to point to the corresponding word card and repeat the sentence. Ask the whole class to repeat the sentence together.</li> <li>- Draw an empty box under the word card. Say that sentence again and tick the box under the word 'farmer'.</li> <li>- Say another sentence and ask the child to point to the corresponding word card. Check the empty box under that tag. Ask children to draw simulated tick marks in the air.</li> <li>- Repeat this process with other flashcards.</li> </ul>
3. Practice	6	- Class Book - Audio	Individual/ Pair	Look at the pictures, listen and mark	<p>* Objective: help children recognize correct information through listening activities.</p> <ul style="list-style-type: none"> <li>- The teacher shows the children page 49. Suggest occupations and pictures.</li> <li>- Hold a pencil and ask your child to follow along.</li> <li>- The teacher says Listen and tick. Turn on audio. Ask children to listen and use a pencil to tick the corresponding occupation.</li> <li>- Teacher says Listen again. Repeat. Turn on the audio and stop after each sentence. Ask children to repeat each sentence and use their fingers to tick the corresponding occupation.</li> <li>- Ask your child to compare their answers with you. The teacher checks and corrects the lessons.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
4. Application	6	Card from Audio	Class	Observe and choose	<p>* Goal: help children choose the right career.</p> <ul style="list-style-type: none"> <li>- The teacher attaches career word cards to the board.</li> <li>- Invite 2 children to come to the board. Describe a profession. Ask the children sitting below to throw the ball onto the corresponding word card on the board and say aloud She's a (teacher) / He's a (farmer).</li> </ul>
5. Summary	2		Class	Sing goodbye	The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.
6. Extension activities		White paper Crayon	Class		<p>Game: Freeze dance!</p> <ul style="list-style-type: none"> <li>- The teacher plays the child's favorite song and asks the child to move/dance along to the song.</li> <li>- Stop the music suddenly and say the name of a profession out loud.</li> <li>- Children must quickly describe that occupation and 'freeze' in that exact shape.</li> </ul>

**Audio scripts**(Track 34):

*Lesson 4. Listen and tick.*

*One. He's a teacher.*

*Two. She's a farmer.*

*Three. He's a builder.*

*Four. She's a doctor.*



## MY LITTLE FUN – BOOK 3

### LESSON 6: JOBS - ACTIVITY 5: COUNT AND COLOUR.

#### 1. Objective:

- Recognize numbers 8 and 9
- Count to 9
- Color people and objects

#### 2. Target language:

- New word: number 9
- Review words and structures: numbers 1 to 8; She's a doctor.

#### 3. Extension languages:

- Expanded structure: What color are they?
- 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 50
- Word cards: teacher, farmer, doctor, firefighter, builder
- Crayon
- Audio
- Computer with internet connection and MyLittleFun application

#### Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Warm-up and Review	3	- Computer connected to the internet	Class	Greeting and singing, pointing	* Goal: help children get ready for lessons; Review the numbers you have learned (from 1 to 8). - Ask children to sing along to Hello or their favorite song. - Review the numbers 1 to 8 by counting real objects in the classroom (toys, tables, chairs, books, etc.).

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		- Card from			
2. Prepare	6	Crayon	Class	Observe, listen and repeat.	<p>* Objective: help children recognize the number 9 and count to 9.</p> <ul style="list-style-type: none"> <li>- Write the numbers 1 to 8 on the board. Point to the numbers and ask your child to count along.</li> <li>- Write the number 9 and say Nine. Point to the number 9 and say it again, then ask the child to repeat after you.</li> <li>- Show the child a box of crayons. Take out 9 and count. Ask children to repeat.</li> <li>- Go around the classroom and count groups of 9 objects (books, pencils, pictures, students, etc.). Count and ask your child to count with you.</li> </ul>
3. Implementation	8	- Class Book - Crayon	Class	Listen, answer, count, color	<p>* Objective: help children practice counting to 9 and color the picture.</p> <ul style="list-style-type: none"> <li>- The teacher shows the children the picture of the lesson on page 50.</li> <li>- Point to the stethoscope and count 1, 2, 3, ...8. Point again and ask the children to count together.</li> <li>- Point to the hat and ask the child to count. Do the same with books.</li> <li>- Do the counting as a whole class, then in groups and individually.</li> <li>- Point to Ben. Hints that he's a firefighter. Point to the pants, and then the hat. The teacher asks in turn What color are they? Point to the jacket and say Let's color.</li> <li>- When your child has finished coloring the coat, ask them to color the hats.</li> <li>- Teachers can let students choose their own colors to color Hoa's shirt.</li> </ul>
4. Project	7	Class Book	Class	Share products	<p>* Objective: help children share colored pictures and count to 9.</p>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
presentation				, count and talk	<ul style="list-style-type: none"> <li>- Teacher asks children to share products with friends. Ask the child to point to each picture and say She's a doctor. He's a firefighter. Ask children to count the objects in the picture together.</li> <li>- Ask children to find groups of 9 objects in the classroom and count them.</li> </ul>
5. Summary	2	Class Book	Class	Sing goodbye	The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.
6. Extension activities		- White paper - Crayon	Class	Painting and drawing	Ask children to draw and color groups of 9 objects and share them with their classmates.



## MY LITTLE FUN – BOOK 3

### LESSON 6: JOBS - ACTIVITY 6: TRACE AND SAY. VALUES.

#### 1. Objective:

- Recognize the letters B, b
- Recognize the sound /b/
- Color the letters B, b
- Be aware of actions that show respect for others

#### 2. Target language:

- New word: letter B
- Review words and numbers: numbers 1 to 9, farmer, firefighter, bag

#### 3. Extension languages:

- Expanded structure: Happy or sad?; Is it good?; I like carrots. Thank you!; She's sad; They're happy
- Voice commands & Classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; Touch your nose three times; Trace and say.

#### 4. Teaching tools and materials:

- Class Book page 51
- Audio tracks 35
- Number card
- Puppet soldiers
- Computer with internet connection and MyLittleFun application

#### Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Warm-up	5	- Computer connect	Class	Greetings and	* Goal: help children get ready for lessons; Review the numbers you have learned.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
Pre and Review		<ul style="list-style-type: none"> <li>Card from the internet</li> </ul>		<ul style="list-style-type: none"> <li>warm-up games</li> </ul>	<ul style="list-style-type: none"> <li>- Ask your child to sing along to Hello or their favorite song.</li> <li>- Game: TPR <ul style="list-style-type: none"> <li>• The teacher says 'Touch your nose three times' and models the action of touching the nose 3 times. Ask children to follow. Do 1-2 more examples.</li> <li>• Ask children to do different actions different numbers of times (Example: Touch your arm eight times).</li> </ul> </li> </ul>
2. Highlight and speak	8	Card from	Class	Listen, repeat, highlight the simulation.	<b>2.1. Form knowledge</b> * Purpose: introduce the letters B, b and the sound /b/. <ul style="list-style-type: none"> <li>- Tell children that today the class will learn the letter B and the sound /b/.</li> <li>- Tag the word 'bag' on the board. Say Bag and ask the child to repeat.</li> <li>- Write the letter B (uppercase and lowercase) on the board. Tell the child that this is the letter B. Ask the child to say Letter B.</li> <li>- Ask the child if he hears the first sound of the word 'bag'. Say /b/. Ask your child to repeat after you.</li> <li>- Tell your child This is the letter B, the sound /b/.</li> <li>- Teach children how to write the letter B: Turn your back to the class, use your index finger to simulate the letter B (uppercase) in the air. Say B while writing. Ask the child to repeat twice. Do the same with the letter b (lowercase).</li> <li>- Write the letters B and b on the board. Add dots/outlines inside the letters (like in the book). Instruct children to draw letters (can use instructional videos).</li> </ul>
		<ul style="list-style-type: none"> <li>- Class Book</li> <li>- Pencil</li> </ul>		Observe and highlight	<b>2.2. Practice</b> * Objective: help children practice drawing the letters B and b.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> <li>- The teacher holds up the lesson book page for the children and asks them to open the book to page 51.</li> <li>- Teacher says Trace and say. Point to the letter B in the book, say Letter B, and use your index finger to trace the letter B in the book. Ask your child to practice tracing the letters in their book with their fingers and saying the letter names.</li> <li>- Repeat this process with lowercase 'b'.</li> <li>- Point to the picture of the backpack and the line around it. Instruct children to draw lines around the apple in the direction of the arrow.</li> <li>- Ask your child to trace the pictures in the book with their fingers. Then ask your child to use a pencil to outline the letters and shapes.</li> </ul>
		Class Book		Highlight	<p><b>2.3. Manipulate</b></p> <p>* Objective: help children recognize the letters B and b.</p> <ul style="list-style-type: none"> <li>- Ask children to work in pairs, hold up their books and use their fingers to trace the letters B, b and the shape of a backpack. Then ask the child to say Letter B. Sound /b/.</li> <li>- Ask the class to write the uppercase letter A and the lowercase letter A above.</li> </ul>
<b>3. Lessons</b>	8	- Class Book - Puppet soldiers	Class	Observe, listen, respond	<p><b>3.1. Form knowledge</b></p> <p>* Goal: help children understand each picture; Think about respecting others.</p> <ul style="list-style-type: none"> <li>- Teacher shows children the pictures on page 51. Point to the characters and suggest names.</li> <li>- Point to the picture of Linda and suggest the context (in Vietnamese or with the help of a teaching assistant) of the picture (Linda wants to be a firefighter but the boys are laughing at her). Point to Linda and ask Happy or sad? –</li> </ul>



Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>Sad. Ask children Is it good? Make a sad face, thumbs down and say No! Ask children to follow. Do it again.</p> <ul style="list-style-type: none"> <li>- Point to the second picture of Hoa and suggest the context (in Vietnamese or with the help of a teaching assistant) of what Hoa and the farmer are doing. Imitate Hoa's voice and say I like carrots. Thank you! Point to the farmer, then point to Hoa and ask Happy or sad? – Happy! Ask children Is it good? Make a happy face, give a thumbs up and say Yes! Ask children to follow. Do it again.</li> </ul>
		Class Book		Observe, draw, color	<p><b>3.2. Practice</b></p> <p>* Goal: help children recognize actions that show respect.</p> <ul style="list-style-type: none"> <li>- Ask the child to open the book to page 51.</li> <li>- Point to the first picture and ask Is it good? Ask children to say No! The teacher models holding up a pencil and drawing a sad face. Ask children to follow.</li> <li>- Point to the second picture and ask Is it good? Ask children to say Yes! The teacher models holding up a pencil and drawing a happy face. Ask children to follow.</li> <li>- When children complete, teachers check and give comments.</li> </ul>
		Class Book		Observe, listen, respond	<p><b>3.3. Manipulate</b></p> <p>* Objective: to help children recognize good actions and inappropriate actions.</p> <ul style="list-style-type: none"> <li>- The teacher points to the pictures on page 51 but in a different order. Ask children to say or make movements to show they understand whether the actions in the picture are good or bad.</li> <li>- Ask children to work in pairs, point to the pictures and say She's sad; They're happy.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					Encourage children to say Yes or No to each picture.
4. Summary	4	Class Book	Class	Speak, emulate, sing goodbye	The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.
5. Expansion activities			Class	Simulate writing letters and guessing	The teacher writes the letters A, a, B, b in the air and asks the children to guess.

**Audio scripts**(Track 35):

*Lesson 6. Trace and say.*

*B, b.*

*This is the letter B.*

*This is the sound/b/.*

*/b/ /b/ Bag. Bag.*



GIÁM ĐỐC  
*Trinh Thị Nguyễn*

## MY LITTLE FUN – BOOK 3

### LESSON 7: FOOD - ACTIVITY 1: LISTEN AND REPEAT.

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

At the end of the lesson, children can recognize foods and repeat their names.

#### **2. Target language:**

- New words: cake, ice cream, chicken, salad
- Review words and structures: sandwich, biscuit, milk, juice; It's...

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

- Expanded structure: Hello (Ben). How are you?
- Voice commands & classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; Look and listen; Listen and repeat; Look; Stand up and repeat.

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

- Class Book page 57
- Audio tracks 39
- Unit 7 situation painting
- Food word tags: sandwich, biscuit, milk, juice, cake, ice cream, chicken, salad
- 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	<ul style="list-style-type: none"><li>* Goal: help children get ready for lessons; Review vocabulary you have learned about food and drinks.</li><li>- Ask the child to stand up. Play the Hello song and ask your children to sing along.</li></ul>



Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		Card from			<ul style="list-style-type: none"> <li>- Ask students to stand in a circle with you. Randomly give 4 word cards (sandwich, biscuit, milk, juice) to 4 children in the circle.</li> <li>- Play your child's favorite song and encourage them to sing along and pass the flashcards clockwise.</li> <li>- Suddenly the music stopped. Ask the child who is holding the word card to hold it up in front of the class and say the food/drink word out loud, for example: (It's) (a) sandwich.</li> <li>- Repeat this process a few times.</li> </ul>
2. Form knowledge	8	Situational painting Audio	Class	Observe, listen, repeat	<p>* Objective: introduce new foods.</p> <ul style="list-style-type: none"> <li>- Attach the picture of the situation to the board / Project the picture of the situation to the screen. Say A birthday party!</li> <li>- Elicit the names of the 4 characters in the picture (Linda, Hoa, Nam, Ben)</li> <li>- The teacher says Look and listen. Point to the cake in the picture. Say Cake. Cake. Ask children to look and listen to the words twice.</li> <li>- The teacher says Listen and repeat. Say it again Cake. Cake. Point to the cake and ask the child to listen and repeat the word twice.</li> <li>- Do the same with the remaining foods (ice cream, chicken, salad).</li> </ul>
3. Practice	9	Class Book Audio	Class/ Individual	Listen, point and repeat	<p>* Objective: to help children practice recognizing and repeating food names.</p> <ul style="list-style-type: none"> <li>- The teacher holds the food word card: cake, ice cream, chicken, salad. Say each word in turn and ask the child to repeat it twice.</li> <li>- Ask the child to open the book to page 57 and say Look. Listen and repeat.</li> <li>- Turn on audio. Ask children to listen and repeat each word as a whole class, in groups, in pairs and individually, and point to the corresponding food in the book.</li> <li>- Correct children's pronunciation if necessary.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
4. Application	7	Card from Audio	Class	Look at the word cards, do actions to describe them	<p>* Objective: help children recognize foods and repeat words they hear.</p> <ul style="list-style-type: none"> <li>- The teacher divides the class into 4 groups. Name each group (Cake, Ice cream, Chicken, Salad)</li> <li>- Teacher says Listen. Stand up and repeat.</li> <li>- Turn on audio / Say each word. Ask the group whose name matches the audio/Teacher's reading to stand up and repeat the word.</li> <li>- The teacher projects the word card of that word on the screen or holds up the word card.</li> <li>- Change names between groups and repeat this process to ensure groups get practice saying different words.</li> </ul>
5. Summary	3	Computer connected to the internet Situational painting	Class	Sing goodbye	<ul style="list-style-type: none"> <li>- The teacher projects a picture of the situation on the screen, asks the children to look at the picture, listen and repeat the 4 words about food just learned in the lesson.</li> <li>- The teacher plays the song Goodbye, waves goodbye, encourages children to sing along and wave goodbye.</li> </ul>
6. Extension activities		Card from	Class		<ul style="list-style-type: none"> <li>- The teacher puts 4 word cards (cake, ice cream, chicken, salad) on the board and asks the children to look at the word cards, then look at the teacher's mouth.</li> <li>- The teacher says a random word, just moving and not making a sound.</li> <li>- Ask children to look and repeat the word the teacher just said</li> <li>- Group play can be used with this activity.</li> </ul>

**Audio scripts(Track 39)**

*Lesson 1. Listen and repeat.*

*Cake. Ice cream. Chicken. Salad.*

## MY LITTLE FUN – BOOK 3

### LESSON 7: FOOD - ACTIVITY 2: MATCH AND SAY.

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

At the end of the lesson, children can:

- Name some types of food
- Match foods of the same type

#### ***2. Target language:***

- New word: rice
- Review words and structures: chicken, salad, cake, ice cream; What is this?  
This is...

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

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

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

- Class Book page 58
- Audio tracks 40
- Word cards: cake, ice cream, chicken, salad
- Situational 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	5	Computer connect	Class	Greetings and	* Goal: help children get ready for lessons; Check to see if your child understands vocabulary about food.



Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		ed to the internet Card from		warm ups Listen, repeat	<ul style="list-style-type: none"> <li>- Ask the child to stand up. Play the Hello song and ask your children to sing along.</li> <li>- Ask children to sit down and look at the board.</li> <li>- Attach 4 word cards (cake, ice cream, chicken, salad) to the board. Show a picture of the situation on the screen.</li> <li>- Speak Listen and repeat.</li> <li>- Say Cake and ask children to listen to the word and point to the corresponding word on the board.</li> <li>- Repeat this process with the remaining words.</li> </ul>
2. Form knowledge	8	Class books Pencil	Class	Observe, listen, repeat, connect, point and speak.	<p>* Objective: help children recognize foods of the same type and say their names.</p> <ul style="list-style-type: none"> <li>- The teacher holds up the word card 'rice' / Shows the image of a bowl of rice on the screen. Says Rice. Rice and ask the child to repeat it a few times.</li> <li>- Do the same with 'chicken', 'cake' and 'salad'.</li> <li>- Project Lesson 2 on the screen / Hold up book page 58.</li> <li>- Point to the rice in the main picture and say Rice. This is rice.</li> <li>- Point to the bowl of rice in the circle and ask What is this? Re-interact according to the child's answer.</li> <li>- Say This is rice and ask the child to repeat it a few times.</li> <li>- Say Let's match. Model using a pencil to connect the rice bowl in the main picture with the rice bowl in the circle.</li> <li>- Say Let's point and say. Ask the child to point to the rice and say it twice to you (For example: Rice. This is rice).</li> <li>- Point to other foods in the picture and repeat the process.</li> </ul>
3. Practice	7	Class Book Audio	Class	Observe, listen, repeat and follow	<p>* Objective: help children practice matching corresponding foods and saying their names.</p> <ul style="list-style-type: none"> <li>- Ask the child to open the book to page 58.</li> <li>- The teacher says Listen and match. Turn on audio. Ask children to listen to each sentence and use a</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>pencil to connect foods of the same type together (page 58).</p> <ul style="list-style-type: none"> <li>- Ask children to check their answers and say the names of the foods in pairs (For example: Chicken. This is chicken).</li> </ul>
4. Application	7	Card from	Class	Play game	<p>* Objective: help children recognize and name foods.</p> <ul style="list-style-type: none"> <li>- Ask children to work in groups of 3 - 4 children. Give each group a few flashcards (cake, ice cream, rice, chicken, salad).</li> <li>- Ask children to find word cards of the same type and put them into clusters.</li> <li>- Call a few children from each group (one at a time), hold up a word card and say the name (Example: Salad. This is salad).</li> <li>- Correct children's pronunciation if necessary.</li> </ul>
5. Summary	3	Computer connected to the internet Situational painting	Class	Sing goodbye	<ul style="list-style-type: none"> <li>- Hold up a picture of the situation and ask the children to observe, then say simple sentences with the teacher (For example: Rice. This is rice).</li> <li>- The teacher plays the song Goodbye, waves goodbye, encourages children to sing along and wave goodbye.</li> </ul>
6. Extension activities		Card from	Class		<ul style="list-style-type: none"> <li>- Reveal food word cards (cake, ice cream, rice, fish, chicken, salad) in random order and ask What is it?</li> <li>- Continue revealing cards until one child says Bingo. Ask the child to say the name (can say a word, phrase or whole sentence. For example: Cake / A cake / It's a cake).</li> <li>- Correct children's pronunciation if necessary.</li> <li>- This activity can be done like a team game.</li> </ul>

**Audio scripts(Track 40)**  
*Lesson 2. Match and say.*

*Rice. This is rice.*  
*Chicken. This is chicken.*  
*Salad. This is salad.*  
*Cake. This is cake.*



## MY LITTLE FUN – BOOK 3

### LESSON 7: FOOD - ACTIVITY 3: LISTEN AND CHANT.

#### 1. Objective:

At the end of the lesson, children can:

- Can say the names of foods that children like
- Read along with the rhyme

#### 2. Target language:

- New structure: I like (salad).
- Review words: cake, ice cream, rice, chicken, salad

#### 3. Extension languages:

- Expanded structure: I'm hungry; Do you like chicken?;
- Voice commands & classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; Listen and repeat; Let's listen.

#### 4. Teaching tools and materials:

- Class Book page 59
- Audio tracks 41
- Word cards: cake, ice cream, rice, chicken, salad
- Computer with internet connection and MyLittleFun application

#### Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up	5	Computer connected to the internet Card from	Class	Say hello and play games	<p>* Goal: help children get ready for lessons; Review the vocabulary you have learned about food.</p> <ul style="list-style-type: none"><li>- Ask the child to stand up. Play the song Hello and ask your child to sing along.</li><li>- Game: Slap the board!</li><li>- Ask 12 children to stand in 2 rows.</li><li>- Tag the words (cake, ice cream, rice, fish, chicken, salad) in random order on the board.</li></ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> <li>- Say the name of a food and ask the child not to surrender and hit the corresponding word card attached to the board.</li> <li>- Repeat the process with other flashcards.</li> </ul>
2. Form knowledge	8	Class books Card from	Class	Observe, listen, repeat and speak	<p>* Objective: to help children understand the structure 'I like...'</p> <ul style="list-style-type: none"> <li>- The teacher shows a picture of a salad on the screen. / Hold up the word card 'salad'. Ask children Do you like salad? Re-interact based on the child's answer.</li> <li>- The teacher said I'm hungry. Do a belly rub and make a hungry face. Then say I like salad. Yummy. Yummy. Make a happy face, show your love for salad.</li> <li>- The teacher says Listen and repeat. Say I like salad. Ask children to listen and repeat the sentence a few times.</li> <li>- Teacher asks Do you like chicken? and interact again based on the child's answers.</li> <li>- The teacher projects the lesson book page (page 59) on the screen / Holds up the lesson book page. Encourage children to point to foods and say what they like.</li> <li>- Correct your child's mistakes if necessary.</li> </ul>
3. Practice	7	Class books Audio	Class	Listen to each line and read along	<p>* Objective: help children reread the rhyme.</p> <ul style="list-style-type: none"> <li>- Ask the child to open the book to page 59.</li> <li>- The teacher says Let's listen. Turn on the song's audio. Ask children to listen to the entire rhyme (once or twice). Encourage children to clap along with the rhyme.</li> <li>- The teacher says Listen and repeat. Teacher turns the audio back on. Ask your child to listen and repeat each line of the rhyme a few times and point to the foods on the screen or in their book.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
4. Application	7	Audio	Class	Listen and sing along	* Objective: help children read rhymes. - The teacher asks children to stand up and read the rhyme as a whole class, in groups and in pairs. - Encourage children to point to food on the screen or in a book while reading the rhyme. - Change the speed of the rhyme (faster, slower) to active more interesting movement.
5. Summary	3	Computer connected to the internet	Class	Sing goodbye	- The teacher asks the children to look at the picture of the situation. Ask children Do you like...? Re-interact based on the child's answer. - The teacher plays the song Goodbye, waves goodbye, encourages children to sing along and wave goodbye..
6. Extension activities		Card from	Class		- Place 5 word cards (rice, cake, chicken, ice cream, salad) in a horizontal row on the board. - Ask children to listen and repeat the words rhythmically. Repeat a few times. - Remove the first word card and speak. Then ask the child to repeat the entire word, including the word he just dropped. - Continue removing the next word cards and ask your child to say all the words again with you. - Ask your child to say it with you even if there are no more flashcards on the board.

#### Audio scripts(Track 41)

*Lesson 3. Listen and chant.*

*Salad. Salad. I like salads.*

*Chicken. Chicken. I like chickens.*

*Cake. Cake. I like cakes.*

*Ice cream. Ice cream. I like ice cream.*



## MY LITTLE FUN – BOOK 3

### LESSON 7: FOOD - ACTIVITY 4: LISTEN AND TICK.

#### 1. Objective:

At the end of the lesson, children can correctly identify foods and drinks through listening activities.

#### 2. Target language:

- Review words and structures: rice, cake, chicken, ice cream, milk, juice, sandwich; What is this? This is...

#### 3. Extension languages:

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

#### 4. Teaching tools and materials:

- Class Book page 60
- Audio tracks 42
- Word cards: rice, cake, chicken, ice cream, milk, juice, sandwich
- Paper cards with check marks and slashes
- Computer with internet connection and MyLittleFun application

#### Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up	5	Computer connected to the internet Card from	Class	Greet and sing	<p>* Objective: help children get ready for the lesson and review the vocabulary they have learned about food.</p> <ul style="list-style-type: none"><li>- The teacher asks the children to stand up. Play the song Hello and ask your child to sing along.</li><li>- Ask the children to sit in a circle with you. Randomly give a word card to the child sitting on the left and say out loud I like...</li><li>- Ask this child to pass the card to the person sitting on the left and say the sentence himself.</li></ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		Situational painting			- Continue until the flashcard is passed to the last child. Start a new round with another flashcard.
2. Form knowledge	6	Card from	Whole class / Individual	Observe, follow	<p>* Goal: help children recognize correct information in a simple sentence.</p> <ul style="list-style-type: none"> <li>- The teacher puts 5 word cards (rice, cake, chicken, ice cream, salad) on the board.</li> <li>- Hold up the tick card and nod.</li> <li>- The teacher said I like salad. Then add a tick tag next to the word 'salad' tag.</li> <li>- Call a child to the board. Give the child a tick card. Instruct your child to attach a card next to the food he or she likes. Then ask children to say simple sentences about food with the structure 'I like...'.            Example: I like rice.</li> <li>- Call a few children to come to the board to do this activity.</li> </ul>
3. Practice	6	Class Book Audio	Individual/ Pair	Look at the pictures, listen and mark	<p>* Goal: help children recognize correct information.</p> <ul style="list-style-type: none"> <li>- Teacher shows on screen / Holds up book page 60. Suggest dishes by asking What is this?</li> <li>- Ask the child to look at the book and say Listen and tick.</li> <li>- Ask children to listen to the audio twice and use a pencil to mark the appropriate box in the book (page 60).</li> <li>- Ask children to compare their answers with their partners in pairs.</li> <li>- Ask children to listen to the audio sentence by sentence and check their answers with the whole class. Praise children.</li> </ul>
4. Application	6	Class books	Class	Observe, choose and speak	<p>* Goal: help children choose their favorite food.</p> <ul style="list-style-type: none"> <li>- The teacher asks children to use crayons to mark ticks next to the foods they like (page 60).</li> <li>- Call a few children to share with the whole class by saying simple sentences (For example: I like milk).</li> <li>- Support and correct children's errors if necessary.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
5. Summary	2		Class	Sing goodbye	<ul style="list-style-type: none"> <li>- The teacher holds up flashcards of the foods and drinks learned in the lesson and asks the whole class to say the names with you.</li> <li>- The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>
6. Extension activities		White paper Crayon	Class		<ul style="list-style-type: none"> <li>- The teacher randomly shows items (rice, cake, chicken, ice cream, salad) on the screen. Teachers can supplement their own food if they have more time.</li> <li>- Ask children to stand up and say I like... and wait until the teacher says sit down.</li> </ul>

**Audio scripts(Track 42)**

*Lesson 4. Listen and tick.*

*One. I like juice.*

*Two. I like rice.*

*Three. I like chickens.*

*Four. I like ice cream.*



## MY LITTLE FUN – BOOK 3

### LESSON 7: FOOD - ACTIVITY 5: COUNT AND COLOUR.

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

At the end of the lesson, children can:

- Recognize numbers from 7 to 10
- Count to 10
- Color the fruit

#### ***2. Target language:***

- New word: number 10
- Review words and structures: apple, orange, numbers 1 to 9; It's...; They're...

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

- Expanded structure: What color are they?
- Voice commands & classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down.

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

- Class Book page 61
- Number cards: 7, 8, 9, 10
- Crayons: red, green, blue, pink, orange, yellow
- White paper
- Computer with internet connection and MyLittleFun application

#### **Procedure:**

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
I. Warm-up and Review	5	Computer connected to the internet	Class	Greeting and singing, pointing	<p>* Goal: help children get ready for lessons; Review the colors you have learned.</p> <p>- Ask the child to stand up. Play songs and rhymes about Color in Book 1, Book 2 or real period Color song contains learned colors (red, green, blue,</p>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		Card from			yellow, pink, orange, white) and asks children to sing along.
2. Prepare	7	Number card	Class	Observe, listen and repeat.	<p>* Objective: help children recognize the numbers 9, 10 and count to 10.</p> <ul style="list-style-type: none"> <li>- The teacher clasped his hands and raised them up.</li> <li>- Raise each finger in turn and count. Say One and ask your child to count to 8 with you.</li> <li>- Raise the ninth finger and say Nine. Ask children to listen twice. Then ask the child to listen again and repeat a few times.</li> <li>- Do the same with the tenth finger.</li> <li>- Show the number 9 on the screen or hold up the number 9 card. Point to the number 9 and say Nine. Nine.</li> <li>- Write the number 9 on the board. Then ask the child to point to the number 9 with you. Say Nine. Nine again and ask the child to repeat twice.</li> <li>- Do the same with number 10.</li> <li>- Ask your child to use their fingers and count with you from 1 to 10.</li> </ul>
3. Implementation	8	Class Book; Crayon	Class	Listen, answer, count, color	<p>* Objective: help children practice counting to 10 and coloring.</p> <ul style="list-style-type: none"> <li>- Project on screen / Hold up lesson book page (page 61).</li> <li>- Elicit the type of fruit in the picture.</li> <li>- Ask children, in pairs, to count the apples and oranges in the picture (page 61).</li> <li>- Ask each child to color the apples and oranges in their book (page 61).</li> <li>- The teacher walks around the classroom and assists children if needed.</li> </ul>
4. Project presentation	7	Class Book;	Class	Share products, count and talk	<p>* Objective: help children share colored pictures and count to 10.</p> <ul style="list-style-type: none"> <li>- The teacher asks the children to share the colored picture with their friends.</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> <li>- Call some children and ask to share the product with the whole class. Help children say simple phrases and sentences, for example: Ten apples. They're red while pointing to the colored apples.</li> </ul>
5. Summary	3	Class books	Class	Count, sing goodbye	<ul style="list-style-type: none"> <li>- Hold up the lesson book page / Show the colored book page on the screen and ask the child to count with you and say the color name.</li> <li>- The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>
6. Extension activities		White paper; Crayon	Class	Painting and drawing	<ul style="list-style-type: none"> <li>- Ask children to stand in a circle with you. Ask the children to count from 1 to the child, starting from the child on the teacher's left. Repeat and continue until the last child (teacher's right hand side).</li> <li>- Attach the number 1 to the children who count the number 1. Do the same with the children counting the remaining numbers.</li> <li>- Tell your child to remember his number.</li> <li>- The teacher says a few simple commands like 'hands on head', 'touch your nose', 'point to the board',... and then reads more numbers. For example: Touch your nose, Number 2! and check to see if the children labeled 'Number 2' have touched their noses.</li> <li>- The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.</li> <li>- Praise the child if he does it right.</li> </ul>



## MY LITTLE FUN – BOOK 3

### LESSON 7: FOOD - ACTIVITY 6: TRACE AND SAY.

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

At the end of the lesson, children can:

- Recognize the letters C, c and D, d
- Recognize /k/ and /d/ sounds
- Color the letters C, c and D, d

#### **2. Target language:**

- New words: letters C, c and D, d
- Words and review: duck, cat, letters B, b

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

- Extended structure: What is this?; This is letter a; The sound of letter C is /k/
- Voice commands & classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; Listen and repeat; Let's trace letter c Trace and say;

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

- Class Book page 62
- Audio tracks 43
- Word cards: letter C, c; letter D, d
- White board
- Computer with internet connection and MyLittleFun application

#### **Procedure:**

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Warm-up	5	Computer connected to	Class	Greetings and	* Goal: help children get ready for lessons; Review the letters A and B.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
p and Review		the internet Card from		warm-up games	<ul style="list-style-type: none"> <li>- Ask the child to stand up. Play the song Hello and ask your child to sing along.</li> <li>- Draw a capital 'A' in the air and ask What is it? Interact based on children's answers.</li> <li>- Draw the lowercase 'a' in the air and ask What is it? Interact based on children's answers.</li> <li>- Redraw the letters A, a and say This is letter a. Ask your child to repeat after you.</li> <li>- Do the same with letters B, b.</li> </ul>
2. Form knowledge	8	Card from	Class	Listen, repeat	<p>* Objective: introduce the letters C, c, D, d and the sounds /k/, /d/.</p> <ul style="list-style-type: none"> <li>- Draw the letter C in the air and say C. Letter c.</li> <li>- Draw the letter c in the air and say C. Letter c.</li> <li>- Project on screen / Hold up the letter card C, c and say C. Letter c. Ask children to listen and repeat a few times.</li> <li>- The teacher says The sound of letter C is /k/, /k/.</li> <li>- The teacher says Listen and repeat. Reproduce /k/, /k/ and ask the child to repeat it a few times.</li> <li>- Hold up the card from the cat and ask the child. Children answer Cat.</li> <li>- The teacher says /k/, /kæt/, /kæt/ while holding up the card from the cat.</li> <li>- The teacher says /k/, /kæt/, /kæt/ again and asks the children to repeat it a few times.</li> <li>- Repeat the process with letters D, d.</li> </ul>
3. Practice	8	Class Book Pencil	Class	Observe, follow	<p>* Objective: help children practice coloring letters C, c and D, d.</p> <ul style="list-style-type: none"> <li>- Project the lesson book page on the screen / Hold up the book page 62.</li> <li>- Elicit the letters C, c and D, d.</li> <li>- The teacher says Let's trace letter C. Model using your index finger to trace the capital letter C.</li> <li>- Ask the child to use his index finger to highlight the capital letter C in the book (page 62).</li> </ul>

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> <li>- As a model, use a pencil to fill in the first letter in the word 'cat'. Ask your child to follow along, using a pencil to highlight the first letter of the word 'cat' in their book.</li> <li>- Ask your child to use a pencil to fill in the remaining letters.</li> <li>- The teacher walks around the classroom to assist if necessary.</li> <li>- Repeat the process with letters D, d.</li> </ul>
4. Practice	7	Class Book	Class	Share, talk	<p>* Objective: help children color the letters C, c and D, d.</p> <ul style="list-style-type: none"> <li>- Ask children to share the products in pairs.</li> <li>- Call a few children to come forward and share about the book page they just colored. Ask the child to say, for example: C. Letter C. /k/. /k/.</li> <li>- Then call volunteers to come up to the board and paint the letters C and c on the board.</li> <li>- Repeat the process with letters D, d.</li> </ul>
5. Summary	3	Class books	Class	Say and sing goodbye	<ul style="list-style-type: none"> <li>- Project the lesson book page on the screen and ask your child to say the letters with you.</li> <li>- The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.</li> </ul>
6. Extension activities			Class	Observe, remember, speak	<ul style="list-style-type: none"> <li>- Attach 4 word cards (letters A, B, C, D) to the board.</li> <li>- Ask children to listen and repeat a few times.</li> <li>- Ask the child to close his eyes, and cover his eyes with his hand.</li> <li>- Put down a magnetic card and hide it behind your back.</li> <li>- Ask the child to open his eyes and say which word card was hidden.</li> </ul>

**Audio scripts**(Track 43)

*Lesson 6. Trace and say.*

*C, c.*

*This is the letter c.*

*This is the sound /k/.*



## MY LITTLE FUN – BOOK 3

### LESSON 8: PICNIC - ACTIVITY 1: LISTEN AND REPEAT.

#### *1. Objective:*

At the end of the lesson, children can recognize foods and repeat their names.

#### *2. Target language:*

- New words: tree, flower, bee, pizza
- Review words: Linda, brother, mum, dad, sunny

#### *3. Extension languages:*

- Expanded structure: Who's this?
- Voice commands & classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; Look and listen; Listen and repeat; Look; Stand up and repeat.

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

- Class Book page 63
- Audio tracks 44
- Unit 8 situation painting
- Word cards: salad, rice, cake, ice cream, chicken, tree, pizza, flower, bee
- Puppets: Linda, Linda's mother, Linda's father, Linda's younger brother
- Computer with internet connection and MyLittleFun application

#### *Procedure:*

Parts	Time (minutes )	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up	5	- Computer connected to the internet	Class	Say hello and play games	* Goal: help children get ready for lessons; Review the vocabulary you have learned about food.

Parts	Time (minutes )	Teaching aids and documents	Interactive form	Work	Teacher's activities
		- Card from			<ul style="list-style-type: none"> <li>- Play along to the song Hello, ask children to wave their hands and sing along.</li> <li>- Connecting game: Tag food words (salad, rice, cake, ice cream, chicken) on the board. Point to each word card and ask the whole class to say the corresponding word in unison. Place the food word cards on the table. Divide the class into 2 teams. In each turn, the teacher says 1 word and asks 1 member of each team to go to the table and pick up a word card and connect it to the corresponding word card on the board. Whichever team is faster will win 1 point. Continue the game with the remaining word cards.</li> </ul>
<b>2. Form knowledge</b>	8	<ul style="list-style-type: none"> <li>- Situational painting</li> <li>- Audio</li> </ul>	Class	Observe, listen, repeat	<p>* Objective: introduce objects on a picnic.</p> <ul style="list-style-type: none"> <li>- Tell the children that today the whole class will go on a picnic with Linda's family.</li> <li>- Attach the situation picture on the board / The situation picture on the screen.</li> <li>- Say Look. Point to each thing in the situation picture (flower, bee, tree, pizza) in turn and say the word. Then repeat.</li> <li>- Say Look and listen. Point to the word cards, say the word and ask the children to repeat it in unison.</li> </ul>
<b>3. Practice</b>	8	<ul style="list-style-type: none"> <li>- Class Book</li> <li>- Audio</li> </ul>	Class/ Individual	Listen, point and repeat	<p>* Objective: to help children recognize and practice repeating the names of items on a picnic.</p> <ul style="list-style-type: none"> <li>- Ask the child to open the book to page 65. At the same time, project page 65 on the screen.</li> </ul>

Parts	Time (minutes )	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> <li>- Ask children about the characters in the picture: Who's this? Ask children to say out loud the names of the characters: Linda, mum, dad, brother.</li> <li>- The teacher says Listen and repeat. Turn on audio. Pause after each word. Ask children to listen and repeat in unison.</li> <li>- Turn the audio back on, pausing after each word. Ask children to listen, repeat the word and point to the corresponding object in the book.</li> </ul>
4. Application	7	<ul style="list-style-type: none"> <li>- Card from</li> <li>- Audio</li> </ul>	Class	Look at the word card and speak	<p>* Objective: help children recognize objects on a picnic and repeat words.</p> <ul style="list-style-type: none"> <li>- Tag items from the picnic in random order on the board.</li> <li>- Ask children to stand up, point to objects and say words.</li> <li>- Change the order of the flashcards and repeat the process. Repeat about 2 - 3 times.</li> </ul>
5. Summary	3	Computer connected to the internet	Class	Sing goodbye	The teacher plays the song Goodbye, waves goodbye, encourages children to sing along and wave goodbye.
Expanded activities		Card from	Class		<ul style="list-style-type: none"> <li>- The teacher puts the word cards: tree, pizza, bee, flower on the table.</li> <li>- The teacher says a word and invites a child to choose the corresponding word card and stick it on the board. Then ask the child to point to the word card, say the word and ask the whole class to repeat.</li> <li>- Do this activity a few rounds until your child has all the words on their memory card.</li> </ul>



## MY LITTLE FUN – BOOK 3

### LESSON 8: PICNIC - ACTIVITY 2: MATCH AND SAY.

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

At the end of the lesson, children can:

- Name the objects on the picnic
- Connect items of the same type

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

- New word: leaves
- Review words: bee, tree, flower, pizza

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

- Expanded structure: They are leaves; It's a tree; What is missing?
- Voice commands & classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; Listen; Match and say.

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

- Class Book page 64
- Audio tracks 45
- Word cards: tree, flower, bee, pizza, leaves
- Situational 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	5	- Computer connected to the internet	Class	Say hello and play games	* Goal: help children get ready for lessons; Review vocabulary learned about the field trip. - Play the song Hello and ask your child to sing along.

Parts	Time (minutes )	Teaching aids and documents	Interactive form	Work	Teacher's activities
		- Card from			- Game: Hidden things Divide the class into 2 teams. Show the 'flower' word card to the whole class but cover most of the word card. Ask What is this? and encourage both teams to raise their hands to answer. The team that answers correctly will receive a star. Continue the game with other word cards (tree, bee, pizza).
2. Form knowledge	8	- Class Book - Pencil	Class	Observe , listen, repeat, connect, point and speak.	* Objective: help children recognize objects of the same type and say their names. - The teacher holds up the word card 'leaves'. Say Leaves and ask the child to repeat it twice. Attach a magnetic card to one side of the board. - Attach pictures of situations to the board. Call a child to the board and point to the leaves in the picture and say Leaves. Ask the whole class to repeat after that child. - Use chalk to draw a line from the leaf in the picture to the card. Says Leaves. They are leaves while drawing the seam. Ask the whole class to repeat in unison.
3. Practice	7	- Class Book - Audio	Class	Observe , listen, repeat, connect	* Objective: help children practice matching objects in the corresponding picnic and saying their names. - Ask the child to open the book to page 64. - Point to 4 objects in the big picture and ask children to say the corresponding words out loud (leaves, tree, flower, bee).

Parts	Time (minutes )	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> <li>- Instruct that children will match objects of the same type in the picture.</li> <li>- Point to the tree in the small square on the left side of the picture and say 'Tree'. Point to the tree in the big picture and say 'It's a tree'. Ask the child to repeat.</li> <li>- Model using your index finger to connect two objects together. Ask children to imitate and repeat words and sentences.</li> <li>- Do the same with other items.</li> <li>- Say 'Listen. Match and say. Turn on audio. Ask children to listen, repeat, use pencils/crayons to connect corresponding objects and repeat words and sentences.</li> </ul>
4. Application	7	Class Book	Whole class/ In pairs	Observe , listen, speak, connect	<p>* Objective: help children recognize and name objects on a picnic.</p> <ul style="list-style-type: none"> <li>- Ask children to share their lesson with their classmates.</li> <li>- Project on screen / Hold up lesson book page (page 64). Say 'Bee' and instruct children to say 'It's a bee'. Ask children to use their fingers to draw a line between the two bees in the book.</li> <li>- Divide the class into pairs. Ask one child to say the words and sentences out loud and the other child will match.</li> </ul>
5. Summary	3	<ul style="list-style-type: none"> <li>- Computer connected to the internet</li> <li>- Situational painting</li> </ul>	Class	Sing goodbye	<p>The teacher plays the song 'Goodbye', waves goodbye, encourages children to sing along and wave goodbye to the word cards 'leaves', 'bee', 'tree', 'flower'.</p>



Parts	Time (minutes )	Teaching aids and documents	Interactive form	Work	Teacher's activities
Expanded activities		Card from	Class		<p>What is missing?</p> <ul style="list-style-type: none"> <li>- Place a few word cards (tree, bee, flower, pizza, leaves) on the table.</li> <li>- Ask children to stand in a circle around the table. Read the name for each word card and ask your child to say it along. Then use a cloth to cover the word cards and ask the child to close his eyes.</li> <li>- Remove a flashcard, pull out the cloth and ask the child What is missing? Encourage the child to say the word of the card that was just removed out loud and ask the whole class to repeat it twice.</li> <li>- Repeat the process with other flashcards.</li> </ul>

**Audio scripts(Track 45):**

*Lesson 2. Match and say.*

*Tree. It's a tree.*

*Leaves. They are leaves.*

*Bee. It's a bee.*

*Flower. It's a flower.*

## MY LITTLE FUN – BOOK 3

### LESSON 8: PICNIC - ACTIVITY 3: LISTEN AND SING.

#### 1. Objective:

At the end of the lesson, children can:

- Can name objects on a picnic
- Can sing along to the song

#### 2. Target content:

- New structure: The (flowers) are (yellow).
- Review words: flower, tree, bee, pizza, leaves, big, small; I like (a pizza).

#### 3. Extension languages:

- Expanded structure: What are they?; They are flowers
- Voice commands & classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; Let's listen; Let's sing along

#### 4. Teaching tools and materials:

- Class Book page 65
- Audio tracks 46
- Word cards: tree, flower, bee, pizza
- Computer with internet connection and MyI.littleFun application

#### Procedure:

Parts	Time (minutes )	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up	5	<ul style="list-style-type: none"><li>- Computer connected to the internet</li><li>- Card from</li></ul>	Class	Say hello and play games	<ul style="list-style-type: none"><li>* Goal: help children get ready for lessons; Review the vocabulary you have learned.</li><li>- Ask the child to stand up. Play the song Hello and ask your child to sing along.</li><li>- Slap the board: Attach word cards (tree, flower, bee, pizza, leaves) to the board in random order. Divide</li></ul>

Parts	Time (minutes )	Teaching aids and documents	Interactive form	Work	Teacher's activities
					the class into two teams. Call one child from each team to the board. The teacher says one word. Ask two children to tap the corresponding word card on the board. Award a star to the child who answers correctly and faster.
2. Form knowledge	8	Class Book	Class	Observe , listen, repeat	<p>* Objective: to help children understand the structure 'The (flowers) are (yellow)'.</p> <ul style="list-style-type: none"> <li>- Project on screen / Hold up lesson book page (page 65). Point to the flowers in the picture and ask What are they? Children answer They are flowers. Continue asking What color are they? – They are yellow. Point to the flowers again and say The flowers are yellow. Ask the class to repeat twice.</li> <li>- Do the same with the leaf – green; big tree; bee – small.</li> </ul>
3. Practice	7	- Class Book - Audio	Class	Listen, repeat, point	<p>* Goal: help children learn songs and sing along.</p> <ul style="list-style-type: none"> <li>- The teacher says Let's listen. Ask children to listen to the song twice. Encourage children to clap along to the song.</li> <li>- The teacher says Let's sing along. Turn the audio back on. Stop after each line. Ask children to listen and repeat each line 2-3 times and point to the corresponding object in the book.</li> </ul>
4. Application	7	Audio	Class	Listen, sing along, describe	<p>* Goal: help children sing songs.</p> <ul style="list-style-type: none"> <li>- The teacher asks the children to stand up. Turn on the audio and encourage children to sing along.</li> </ul>



Parts	Time (minutes )	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> <li>- Divide the class into two teams. Ask each team to think of actions to describe the objects in the song.</li> <li>- Invite the teams to stand in front of the class, turn on the audio and ask them to act along while singing.</li> </ul>
5. Summary	3	Computer connected to the internet	Class	Sing goodbye	The teacher plays the song Goodbye, waves goodbye, encourages children to sing along and wave goodbye..
Expanded activities		Card from	Class		<ul style="list-style-type: none"> <li>- Ask the whole class to stand up. Turn on the audio and ask the class to sing along the first time.</li> <li>- The second time, turn on the audio and ask the child to sing softly.</li> <li>- For the third time, turn on the audio and ask the child to sing silently.</li> </ul>

**Audio scripts(Track 46):**

*Lesson 3. Listen and sing.*

*Look, the flowers are yellow.*

*And the leaves are green.*

*Look, the bees are small.*

*And the trees are big,*

*I like a pizza. It is yummy.*

## MY LITTLE FUN – BOOK 3

### LESSON 8: PICNIC - ACTIVITY 4: LISTEN AND TICK.

#### 1. Objective:

At the end of the lesson, children can correctly recognize objects through listening activities.

#### 2. Target content:

- Review words and structures: flower, tree, bee, pizza, leaves, big, small, red, pink, blue

#### 3. Extension languages:

- Expanded structure: What color is it?; It is...; The flower is yellow.  
- Voice commands & classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; Listen; Find and tick.

#### 4. Teaching tools and materials:

- Class Book page 66
- Audio track 47
- Word cards: flower, tree, bee, pizza, leaves, big, small, red, pink, blue, yellow, green
- Pencil
- Computer with internet connection and MyLittleFun application

#### Procedure:

Parts	Time (minutes )	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up	5	<ul style="list-style-type: none"><li>- Computer connected to the internet</li><li>- Card from</li></ul>	Class	Greet and sing	<p>* Objective: help children get ready for the lesson and review the vocabulary they learned about objects on the field trip and colors.</p> <ul style="list-style-type: none"><li>- The teacher asks the children to sing the song of Unit 8 (Track 46).</li><li>- Divide the class into two teams. Attach all magnetic cards to the board. Choose 1 object card and 1</li></ul>

Parts	Time (minutes )	Teaching aids and documents	Interactive form	Work	Teacher's activities
					color card, then say the whole sentence, for example: The flower is yellow. Each time, choose a different color or size card. Then call one child from each team to choose a card from the object and say a simple sentence. If the sentence is correct, ask the whole team to repeat. Award 1 point for each correct answer.
2. Form knowledge	7	Card from	Whole class / Individual	Observe , follow	<p>* Objective: help children become familiar with the symbols used in the lesson (tick marks); Identify correct information in simple sentences.</p> <ul style="list-style-type: none"> <li>- Teacher holds up the word card 'flower' and asks What is it? Children answer It's a flower. Continue asking What color is it? – <i>It is (yellow).</i></li> <li>- Point to the flashcard and say The flower is (yellow) and ask the class to repeat it twice.</li> <li>- Tag the word 'flower' on the board. Draw a small empty box below the word card. The teacher says The flower is yellow and uses chalk to write a check mark in the blank box. Ask children to imitate.</li> <li>- Do the same with other word cards (tree -- big / small, bee – yellow / pink, pizza – big / small, leaves – blue / green).</li> </ul>
3. Practice	8	- Class Book - Audio	Individual/ Pair	Look at the pictures, listen and mark	<p>* Objective: help children recognize correct information through simple sentence listening activities.</p> <ul style="list-style-type: none"> <li>- The teacher shows on the screen / Holds up the book on page 66. Points to the objects in lines 1, 2, 3,</li> </ul>



Parts	Time (minutes )	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>4 and asks the children to say the names out loud (flowers, tree, bee, pizza, leaves).</p> <ul style="list-style-type: none"> <li>- Point to the yellow flowers in the book. Say The flowers are yellow then check the box next to the picture. Say Listen. Point to the picture of red flowers and say The flowers are yellow. Then leave the blank box next to that picture blank.</li> <li>- Ask the child to open the book to page 66.</li> <li>- Say Listen. Find and say. Turn on audio. Ask children to listen and use a pencil to mark the appropriate box.</li> <li>- Ask children to share their answers with the person sitting next to them.</li> <li>- Call a few children to share answers to questions 1 to 4 by saying key words (yellow, big, pink, small, blue).</li> <li>- Turn the audio back on and correct sentences with incorrect information with the whole class (Example: One. The flowers are red.).</li> </ul>
4. Application	6	Class Book	Class	Observe , speak, listen, point	<p>* Objective: help children recognize objects described in simple sentences.</p> <ul style="list-style-type: none"> <li>- The teacher points to the marked picture in the book and asks the children to say the corresponding sentence.</li> <li>- Ask children to do this in pairs. One child will point to lines 2, 3, 4, 5 and say the corresponding sentence for each line. The other</li> </ul>

Parts	Time (minutes )	Teaching aids and documents	Interactive form	Work	Teacher's activities
					child will have to point to the object they hear.
5. Summary	2		Class	Sing goodbye	The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.
Expanded activities			Class		<ul style="list-style-type: none"> <li>- Take children to the playground. Ask children to sit in a circle. Then the teacher says the name of a color, for example: Yellow.</li> <li>- Ask the child to stand up and go to the yellow object and point to it. When the child has found the yellow object, ask them to return to their seat.</li> <li>- Repeat this process with 'big', 'small', 'green', 'blue',...</li> </ul>

**Audio scripts(Track 47):**

*Lesson 4. Listen and tick.*

*One. The flowers are red.*

*Two. The tree is big.*

*Three. The bees are pink.*

*Four. The pizza is small.*

*Five. The leaves are blue.*

## MY LITTLE FUN – BOOK 3

### LESSON 8: PICNIC - ACTIVITY 5: COUNT AND COLOUR.

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

At the end of the lesson, children can:

- Count to 10
- Color the picture according to the instructions

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

- Review words and numbers: numbers 1 to 10, bee, flower

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

- Expanded structure: What are they?; They are bees.
- Voice commands & classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; Let's count; Count the bees; Let's color

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

- Class Book page 67
- Number cards: from 1 to 10
- Word cards: bee, flower
- 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	<ul style="list-style-type: none"><li>- Computer connected to the internet</li><li>- Number card</li></ul>	Class	Greet and sing, say numbers	<ul style="list-style-type: none"><li>* Goal: help children get ready for lessons; Review the numbers 1 to 9.</li><li>- Play the song Hello, ask children to wave their hands and sing along.</li><li>- The teacher raises his hand and counts from 1 to 9. Do it again for the children to repeat.</li></ul>



Parts	Time (minutes )	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> <li>- Put number cards from 1 to 9 on the board. Point to each card and ask the whole class to say it in unison.</li> </ul>
2. Prepare	7	Number card	Class	Observe, listen and repeat.	<p>* Objective: help children recognize the number 10 and count to 10.</p> <ul style="list-style-type: none"> <li>- Say that today your child will learn to count to 10 in English.</li> <li>- Project 10 trees on the screen. Point to the whole tree and say Ten. Then point to each tree in turn and count from 1 to 10. (Teachers can count objects in the classroom that children can see clearly, such as books, tables, chairs, pencils).</li> <li>- The teacher says Let's count, points to 10 trees and says the number. Ask students to count together.</li> </ul>
3. Implementation	8	<ul style="list-style-type: none"> <li>- Class Book</li> <li>- Crayon</li> </ul>	Class	Listen, answer, count, color	<p>* Objective: help children practice counting to 10 and coloring.</p> <ul style="list-style-type: none"> <li>- The teacher counts a few more groups of items in the classroom. Point to objects and say numbers. Ask children to count together.</li> <li>- Ask the children to open the book to page 67. Point to the picture on the left and ask What are they? Children answer They are bees. The teacher says Count the bees and counts the bees. Tell the</li> </ul>

Parts	Time (minutes )	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>children that in the frame there are black and white bees. The teacher says Let's color and asks children to use crayons to color the bees.</p> <ul style="list-style-type: none"> <li>- Repeat the above process with the flower frame on the right.</li> </ul>
4. Project presentation	7	Class Book	Class	Share products , count and talk	<p>* Objective: help children share colored pictures and count to 10.</p> <ul style="list-style-type: none"> <li>- The teacher asks the children to share the colored picture with their friends in pairs.</li> <li>- Ask a child to point to any bee/flower in the book and say what color he or she has colored it. Guide children to use the structure "The bee/flower is (red).</li> <li>- Ask each child to take turns pointing to the bee/flower in the book and counting to 10.</li> </ul>
5. Summary	3	Class Book	Class	Count, sing goodbye	<p>The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.</p>
Expanded activities		Crayon	Class	Painting and drawing	<ul style="list-style-type: none"> <li>- Ask the child to raise his hand and count his fingers to 10.</li> <li>- Give the child a blank piece of paper and ask them to draw their hands.</li> <li>- Ask the child to hold up the drawing and count his fingers.</li> <li>- Show me name!</li> </ul> <p>Ask the children to raise their hands and shout Ten! Ask the child to count down to one in</p>

## MY LITTLE FUN – BOOK 3

### LESSON 8: PICNIC - ACTIVITY 6: TRACE AND SAY.

#### *1. Objective:*

At the end of the lesson, children can:

- Recognize the letters E, e and O, o
- Recognize the sounds /e/ and /o/
- Color the letters E, e and O, o

#### *2. Target content:*

- New words: letters E, e and O, o
- Review words: letters A, B, C, D

#### *3. Extension languages:*

- Extended structure: What is this?; This is letter e; The sound of letter e is /e/
- Voice commands & classroom language: Hello/ Hi; Goodbye; Great; Good job; Listen; Stand up; Sit down; Trace and say;

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

- Class Book page 68
- Audio tracks 48
- Word cards: letters A, B, C, D, E, O; elephant, orange
- Pencil
- 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	<ul style="list-style-type: none"><li>- Computer connected to the internet</li><li>- Card from</li></ul>	Class	Greeting s and warm-up games	<ul style="list-style-type: none"><li>* Goal: help children get ready for lessons; Review the letters you have learned (A, B, C, D).</li><li>- Ask the child to stand up. Play the song Hello and ask your child to sing along.</li></ul>



Parts	Time (minutes )	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> <li>- Draw capital letters (A, B, C, D) in the air and ask the child to guess. The teacher holds up the word card corresponding to the letter and asks the whole class to repeat it in unison.</li> </ul>
2. Form knowledge	8	Card from	Class	Listen, repeat	<p>* Objective: introduce the letters E, e and O, o and the sounds /e/ and /o/.</p> <ul style="list-style-type: none"> <li>- Introduce to children that today they will learn the letter E and the sound /e/.</li> <li>- Tag the word 'elephant' on the board. Say Elephant. Ask the child to repeat.</li> <li>- Ask the child if he heard the first sound of the word 'elephant'. Say /e/. Ask your child to repeat after you.</li> <li>- Hold up the card from the letter E. Tell the child This is the letter E, the sound /e/.</li> <li>- The teacher faces the board, uses his index finger to simulate the letter E in the air, like in the book (page 68). Say E while writing. Ask the child to repeat twice.</li> <li>- Repeat this process with a lowercase 'e'.</li> <li>- Write the letters E and e on the board. Add dots/seams inside the letters just like in the book. Show children how to color letters (you can use video instructions).</li> <li>- Repeat this process with the letters O, o and the sound /o/.</li> </ul>
3. Practice	8	<ul style="list-style-type: none"> <li>- Class Book</li> <li>- Pencil</li> </ul>	Class	Observe, follow, highlight	<p>* Objective: help children practice coloring letters E, e and O, o.</p>

Parts	Time (minutes )	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> <li>- Ask the child to open the book to page 68.</li> <li>- Teacher says Trace and say. Point to the letter E in the book, say E. Use your index finger to trace the letter E in the book. Ask the child to use his index finger to practice drawing letters and saying the letter names. Check to see if the child has drawn the lines correctly.</li> <li>- Repeat the process with a lowercase e.</li> <li>- Point to the elephant picture and the surrounding seam. Hold up the book and guide your child to paint those lines.</li> <li>- Ask the children to use a pencil to draw the dotted lines in the letters and in the picture of the elephant.</li> <li>- Repeat the process with the letter O and the sound /o/.</li> </ul>
4. Practice	7	Class Book	Class	Share, talk	<p>* Objective: help children color the letters E, e and O, o.</p> <ul style="list-style-type: none"> <li>- Ask children to work in pairs, using their fingers to trace the letters E, e, O, o, the picture of an elephant and an orange while saying E - /e/ - elephant. O - /o/ - orange.</li> <li>- Say the letters E, O. Ask the class to write the upper and lower case letters in the air, then say the letter names.</li> </ul>
5. Summary	3	Class Book	Class	Sing goodbye	The teacher plays the song Goodbye, encourages children to sing along and wave goodbye.

Parts	Time (minutes )	Teaching aids and documents	Interactive form	Work	Teacher's activities
Expanded activities			Class	Observe and describe	<ul style="list-style-type: none"> <li>- Ask the whole class to stand up.</li> <li>- Hold up the letter E/O (upper or lower case) and ask the child to act out the letter and say the letter name.</li> <li>- You can invite a few children to stand in front of the class and act out the letters.</li> </ul>

**Audio scripts(Track 48):**

*Lesson 6. Trace and say.*

*E, e.*

*This is the letter e.*

*This is the sound/e/.*

*/e/ /e/ Elephant. Elephant.*

*O, o.*

*This is the letter o.*

*This is the sound /o/.*

*/o/ /o/ Orange. Orange.*



**GIÁM ĐỐC**

*Trịnh Thị Nguyễn*