

MY LITTLE FUN – BOOK 2

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

1. Objectives:

- Children can recognize family members
- Recall the names of family members

2. Target language:

- Review words: mum, dad, male, brother, sister
- New words : grandma, grandpa, baby

3. Extended Languages:

- Voice commands & classroom language: *Who is this?*

4. Materials and materials:

- Class Book page 6
- Audio Unit 1
- Magnetic cards for family members only
- Unit 1 Situation Painting
- Internet-connected computer and MyLittleFun hoclieu app
- Pencil, crayons

Process:

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
1. Warm-up & Review	2	Computer connected to the internet	Whole class	Greetings	<ul style="list-style-type: none"> - Objective: The child is ready for the lesson, reviewing some words for family members (mum, dad, brother, sister) - The teacher turns on the audio and has the child sing the Hello song again.
	3	Classbook Audio MLF application	Whole class	Hearing and movement	<ul style="list-style-type: none"> - GV tags from mother, father, brother, sister characters on the board. The teacher has the child stand up, read aloud 4 words <i>mum, dad, brother, sister</i>. - Children hop on the trigger, read aloud and point to each word card
2. Knowledge formation	6	<ul style="list-style-type: none"> - Projection screen, computer - MyLittleFun app - Magnetic cards for family members only 	Whole class	Listen, observe how to follow the instructions of the teacher	<ul style="list-style-type: none"> - Goal: introduce family members - Teachers who talk to children will learn words that call the names of family members. - The teacher holds magnetic cards in his hand: magnetic cards of grandma, grandfather and baby (grandpa, grandma and baby) - Teachers give children 1st listening. Take the word grandpa and read the name grandpa aloud. - GV repeats the above procedure with two cards from grandma and baby - GV attached 3 magnetic cards to the board. The teacher points to each word card, reads the word aloud and has the child repeat each word.
3. Practice	7	<ul style="list-style-type: none"> - Class Book - MyLittleFun app 	Whole class	Practice repeating words that refer to	<ul style="list-style-type: none"> - Goal: The child should be able to recognize family members (grandma, grandpa, baby) and repeat them. - Teachers show children pictures on page 6 (or turn on the MyLittleFun app). The teacher points to the characters in the pictures, asks

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
				family members' names	<p>the child a few questions, and encourages them to answer.</p> <p>For example: Who is this? – Male, mum, dad, brother, sister.</p> <ul style="list-style-type: none"> - The teacher points to the members of the picture (grandpa, grandma, baby) and asks "Who is this?" - Suggested answer: grandma, grandpa, baby - The teacher gives the child the book, opens page 6 of the classbook. The teacher asks the child to point to the male character and other family members when the teacher reads the members' names aloud. - GV says: Look and listen, then turn on the audio. Stop the audio after each word and ask your child to point to members of Nam's family photo. - GV says: Listen and repeat. GV turns on the audio again. Teachers let children hear, repeat words and point to family members.
4. Application	4	Classbook MLF application	Whole class	Children apply and practice naming family members	<ul style="list-style-type: none"> - Goal: The child should be able to recognize family members (grandma, grandpa, baby) and repeat them. - Teachers let children sit in a circle, facing each other. - GV covers the situation - Open each image of new family members (grandpa, grandma, baby) in turn. Have your child read the words aloud and repeat them twice.

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
					<ul style="list-style-type: none"> - The teacher opens each photo of the members of the picture (mum, dad, brother, sister, male) and repeats the process.
5. Summary	3	-Computer - Class Book/ MyLittleFun App	Whole class	<ul style="list-style-type: none"> - Review learned vocabulary - Sing and Say Goodbye 	<ul style="list-style-type: none"> - Teachers have children say aloud three words they have learned about family members. - Play the Goodbye song and encourage your child to sing along
6. Expansion activities			Individual/ Whole class		<ul style="list-style-type: none"> - Play Slap the board - Teachers divide the class into 2 groups. The teacher called one of the children in the group to stand up first. - Attach tags from only family members on the board, in no order. - Read a word aloud. The first child to touch the correct word card wins. The teacher showed the magnetic card to the whole class and had the whole class read the word aloud twice. - Reward your child with 1 star after each correct answer - Repeat the process with other magnetic cards.

Audio script :

Lesson 1. Let's listen.

Grandpa.

Grandma.

Baby.

MY LITTLE FUN – BOOK 2

LESSON 1: MY FAMILY - ACTIVITY 2: LET'S SAY

1. Objectives:

- Children can call out family members' names

2. Target language:

- Review words: grandma, grandma, baby, mum, dad

3. Extended Languages:

- Voice commands & classroom language: Look. Point to grandma; Listen and point; Listen. Point and say.

4. Materials and materials:

- Class Book page 7

- Audio Unit 1
- Magnetic cards for family members only
- Unit 1 Situation Painting
- Internet-connected computer and MyLittleFu hoclieu appn

Process:

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
1. Warm-up & Review	2	Computer connected to the internet	Whole class	Greetings	<ul style="list-style-type: none"> - Objectives: The child is ready for the lesson, assessing that the child can recognize family members. - Teachers turn on the audio, sing along to the audio, and have the children sing Hello songs.
	3	Classbook Audio MLF application Situational painting	Whole class	Hearing and movement	<ul style="list-style-type: none"> - Show your child picture situations. Point to each member of the picture, read the words and prompt the child to read along.
2. Knowledge formation	6	<ul style="list-style-type: none"> - Projection screen, computer - MyLittleFun app - Magnetic cards for family 	Whole class	Listen, observe how to follow the instructions of the teacher	<ul style="list-style-type: none"> - Goal: Children should be able to recognize and repeat the names of family members. - Teachers show children cards from "grandma". The teacher reads the word "grandma" aloud and asks the child to read along. GV repeats the process with the words grandpa, baby. - GV says: Look. Point to grandma. The teacher has the child point to the picture according to the teacher's instructions. - GV says: Listen and point. GV turns on audio. Children point to the correct picture.

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
		members only			<ul style="list-style-type: none"> - GV says: Listen. Point and say. GV turns on the audio, stopping after every word. Children point to the correct pictures and read the words aloud.
3. Practice	7	<ul style="list-style-type: none"> - Class Book - MyLittleFun app 	Whole class	Practice reading family members' names	<ul style="list-style-type: none"> - Goal: children should be able to practice saying the names of family members - Teachers show children pictures in books. Teachers ask children about the characters in the paintings. GV points to the card from grandma and asks Who is this? The teacher gave the child the answer 'grandma'. Keep doing with other words. - GV says: Listen. Point and say. GV turns on audio. Stop the audio after each word. Children point to the correct picture and say the words out loud. - Teachers let children work in pairs. One friend reads a word aloud and the other children point to members of their book.
4. Application	4	Classbook MLF application Cards from family members	Whole class	Children practice saying the names of family members	<ul style="list-style-type: none"> - Goal: children should be able to name family members - Teachers show children magnetic cards (grandma, grandpa, mum, dad, baby) in order. Have your child stand up one by one and read the correct words aloud - The teacher had the class repeat every word.

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
5. Summary	3	- Computer - Class Book/ MyLittleFun App	Whole class	- Review learned vocabulary - Sing and Say Goodbye	- The teacher has the child repeat words about family members. - Play the Goodbye song and encourage your child to sing along
6. Expansion activities			Individual/ Whole class		- Mount the back of the magnetic cards on the board. Divide the class into two teams. Flip the front of the magnetic card and let the two competing teams speak the words as quickly as possible. - Have the class repeat a few times.

Audio script :

Lesson 2. Let's get drunk.

Grandpa. American grandpa.

Grandma. My grandma.

Baby. A baby

MY LITTLE FUN – BOOK 2

LESSON 1: MY FAMILY - ACTIVITY 3: LET'S CHANT

1. Objectives:

Children can answer simple questions about family members

- Read by rhyme in unit

2. Target language:

- Review words: grandma, grandpa, baby, mum, dad, brother

- New language: It's (my grandpa).

3. Extended Languages:

- Voice commands & classroom language: Let's listen; Let's chant along;

4. Materials and materials:

- Class Book page 8

- Audio Unit 1

- Magnetic cards for family members only

- Unit 1 Situation Painting

- Internet-connected computer and MyLittleFun hoclieu app

Process:

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
1. Warm-up	2	Computer connected to the internet	Whole class	Greetings	- Objective: The child is ready for the lesson, reviewing the names of family members.

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
& Review					<ul style="list-style-type: none"> Teachers let children get up. Play the song Hello and have your child sing along.
	3	Classbook Audio MLF application	Whole class	Hearing and movement	<ul style="list-style-type: none"> Play the game Slap the board: Teachers have children stand in two rows. Attach tags from only family members (grandma, grandpa, baby, mum, dad) to the board out of order. The teacher said a word (corresponding to 1 card on the board) and asked the children in front of the two rows to touch the audible word. Repeat the procedure for the remaining magnetic cards.
2. Knowledge formation	6	<ul style="list-style-type: none"> Projection screen, computer MyLittleFun app Magnetic cards for family members only 	Whole class	Listen, observe how to follow the instructions of the teacher	<ul style="list-style-type: none"> Goal: Children should be able to understand <i>the "It's my grandpa" structure</i>. Attach the tag from Nam's grandfather to the board, holding the card from Nam in his hand. Point to the magnetic card and ask <i>Who's this?</i>, then waved a card from the male character and replied <i>It's my grandpa</i>. The teacher had the whole class read it 2 times. Repeat the procedure with <i>the grandma</i> character. With the word <i>"baby"</i>, use cards from Linda's character and pictures of Linda's family to introduce the <i>"It's my brother"</i> structure. Have the whole class repeat 2 times.
3. Practice	7	<ul style="list-style-type: none"> Class Book MyLittleFun app 	Whole class	Read rhymes, repeat words that refer to family members	<ul style="list-style-type: none"> Goal: children learn to read and repeat each sentence in the rhyme GV says: Let's listen. Have your child listen to the whole rhyme from start to finish 1 time GV says: Let's chant along. Turn the audio back on. Stop after each line in the rhyme. Have your child listen to and repeat each line

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
				rs' names	of the rhyme two to three times and point to the family members in the book.
4. Application	4	Classbook MLF application	Whole class	Children practice reading according to rhymes	<ul style="list-style-type: none"> - Goal: children can read rhymes - The teacher turns the audio back on and has the child read along with the rhyme 3 times (can read with or without music). - Have your child read rhymes in groups and see which group reads aloud
5. Summary	3	-Computer - Class Book/ MyLittleFun App	Whole class	<ul style="list-style-type: none"> - Review learned vocabulary - Sing and Say Goodbye 	<ul style="list-style-type: none"> - The teacher has the child repeat words about family members that appear in the rhyme. - Play the Goodbye song and encourage your child to sing along
6. Expansion activities			Individual/ Whole class		<ul style="list-style-type: none"> - Attach the Linda family's word tags to the board (grandma, grandpa, mum, dad, baby) on the board. Point to each word card and ask "Who's this?" - Teachers let children read aloud, in unison It's my (grandma, grandma, grandma) - Do the same with other words

Audio script :

Lesson 3. Let's chant.

Who is this?

It is my grandpa. My grandpa, grandpa, grandpa.

(clap, clap, clap).

Who is this?

It is my grandma. My grandma, grandma, grandma.

(clap, clap, clap).

Who is this?

It is my brother. A baby, baby, baby.

(clap, clap, clap).

MY LITTLE FUN – BOOK 2

LESSON 1: MY FAMILY - ACTIVITY 4: MATCH!

1. Objectives:

- Children can call out family members' names
- Connect similar paintings

2. Target language:

- Review words: grandma, grandpa, baby, It's (my grandpa)

3. Extended Languages:

- Voice commands & classroom language: Listen, find and match.

4. Materials and materials:

- Class Book page 9
- Audio Unit 1
- Male magnetic card, magnetic card indicating family members
- Unit 1 Situation Painting
- Internet-connected computer and MyLittleFun hoclieu app
- Crayons, wax pens

Process:

Section s	Time (minu tes)	Teaching tools and documentat ion	Inter active form	Activit y	Teacher activities
1. Warm- up & Review	2	Computer connected to the internet	Whol e class	Greetin gs	<ul style="list-style-type: none"> - Goal: for children to start a new lesson, review words for family members. - Teachers let children sing Hello
	3	Classbook Audio MLF application	Whol e class	Hearin g and movem ent	<ul style="list-style-type: none"> - GV attaches tags from family members (grandma, grandpa, baby) to the board. The teacher had the class recite the rhyme and point to the corresponding word cards.
2. Knowl edge formati on	6	<ul style="list-style-type: none"> - Projection screen, computer - MyLittleFun app - Magnetic cards for family members only 	Whol e class	Listen, observe how to follow the instruct ions of the teacher	<ul style="list-style-type: none"> - Goal: the child should be able to recognize similar family members - GV took a card from Nam, then pointed to her picture in the first line on page 9 and said: <i>It's my grandma.</i> - GV points to the grandmother's picture in the second line and says <i>It's my grandma.</i> - The teacher flicked his index finger, trying the gesture of connecting the two grandmothers. Have your child imitate the above action. - Repeat the same with other characters (grandpa, baby).
3. Practic e	7	<ul style="list-style-type: none"> - Class Book - MyLittleFun app 	Whol e class	Read rhymes, repeat words that refer to family membe rs' names	<ul style="list-style-type: none"> - Goal: Have children practice recognizing family characters and matching similar members - Show the child books, page 9 - Have your child say the names of family members in the picture (grandma, grandpa, baby). - Talking with children, they will connect similar pictures of family members - Repeat the above step with other members

Section s	Time (minu tes)	Teaching tools and documentat ion	Inter active form	Activit y	Teacher activities
					<ul style="list-style-type: none"> - GV says: Listen. Find and match. Teachers let children listen and connect pictures.
4. Applic ation	4	Classbook MLF application	Whol e class	Childre n practice reading accordi ng to rhymes	<p>Goal: for children to recognize similar characters in the family and join</p> <ul style="list-style-type: none"> - Teachers let children present their products to their classmates - Teachers let children work in pairs. One child speaks loudly: It's my grandma and another points to that member of his book, using his index finger to draw a line connecting this character to a similar character in his book.
5. Summ ary	3	-Computer - Class Book/ MyLittleFun App	Whol e class	<ul style="list-style-type: none"> - Review learned vocabulary - Sing and Say Goodbye 	<ul style="list-style-type: none"> - Teachers show children pictures on page 9 - Play the Goodbye song and encourage your child to sing along
6. Expans ion activiti es			Indivi dual/ Whol e class		<ul style="list-style-type: none"> - Attach the situation picture to the board. Place the magnetic cards of the male family members on the tabletop. The teacher calls a child up to pick a card on the table, attaches the same character to the situation picture and says out loud the name of the character.

Audio script :

Lesson 4 Match'

It's my grandpa.

It's my grandma.

It's a baby.

MY LITTLE FUN – BOOK 2

LESSON 1: MY FAMILY - ACTIVITY 5: TRACE AND COLOUR!

1. Objectives:

- Children can draw numbers with their fingers and count 1 (review)
- Color the paintings according to the instructions

2. Target language:

- Review words: one, grandma, grandpa, baby

3. Extended Languages:

- Voice commands & classroom language: This is number; Let's trace; One. Stick...

4. Materials and materials:

- Class Book page 10
- Audio Unit 1
- Magnetic cards for family members (grandma, grandpa, baby)
- Internet-connected computer and MyLittleFun hoclieu app
- Crayons, wax pens

Process:

Section s	Time (minu tes)	Teaching tools and documentat ion	Inter active form	Activit y	Teacher activities
1. Warm- up & Review	2	Computer connected to the internet	Whol e class	Greetin gs	<ul style="list-style-type: none"> - Goal: for children to start a new lesson, review words for family members. - Teachers let children sing Hello
	3	Classbook Audio MLF application	Whol e class	Hearin g and movem ent	<ul style="list-style-type: none"> - Teachers divided the class into two teams. Attach tags from only family members (grandma, grandpa, baby, mum, dad) to the board out of order. Give your child 30s to memorize magnetic cards and their positions. Then turn over these magnetic cards and ask them to position them correctly when the teacher reads the word aloud. Children will raise their hands when they want to answer questions. The group with the correct answer will get 1 star. Then change the magnetic cards and repeat the process a few times.
2. Knowle dge formati on	6	<ul style="list-style-type: none"> - Projection screen, computer - MyLittleFun app - Magnetic cards for family members only 	Whol e class	Listen, observe how to follow the instruct ions of the teacher	<ul style="list-style-type: none"> - Goal: children should be able to recognize and color No. 1 and family members - The teacher shows the child the card from figure 1 and says This is number... and for the child to say One. - GV tags from figure 1 on the board - Teachers show children cards from "baby" and ask "Who's this?" Teachers let children say "Baby". GV tags the word baby on the board - GV says: Let's trace. Then use chalk to connect the number 1 magnetic card and the baby magnetic card. Have your child imitate the above action.

Section s	Time (minu tes)	Teaching tools and documentat ion	Inter active form	Activit y	Teacher activities
					<ul style="list-style-type: none"> - Teachers use MyLittleFun learning materials software or index finger to connect Figure 1 and baby shape - GV says: Let's colour and say. Use the tools on the software to color the number 1 and the baby shape. Have your child imitate and repeat words. - Repeat the same procedure with the words "grandma", "grandpa.
3. Practic e	7	<ul style="list-style-type: none"> - Class Book - MyLittleFun app 	Whol e class	Read rhymes, repeat words that refer to family members' names	<ul style="list-style-type: none"> - Goal: have children practice matching No. 1 with pictures and coloring family members. - Show your child a book, page 10 - Join the number 1 with the paintings - The teacher waits for the child to finish matching No. 1 with 3 pictures and coloring the baby and grandmother - Teachers walk around the classroom and support children if needed
4. Applic ation	4	Classbook MLF application	Whol e class	Childre n practice reading accordi ng to rhymes	<p>Goal: for children to share their products, describe their paintings.</p> <ul style="list-style-type: none"> - Teachers have children present their pictures in pairs or groups. Children will point to the number 1 and use their index finger to connect the number to the shape and say the corresponding words out loud (one, baby)
5. Summa ry	3	<ul style="list-style-type: none"> -Computer - Class Book/ MyLittleFun App 	Whol e class	<ul style="list-style-type: none"> - Review learned vocabulary - Sing and Say 	<ul style="list-style-type: none"> - The teacher played the Goodbye song and encouraged the children to sing along and wave goodbye.

Section s	Time (minu tes)	Teaching tools and documentat ion	Inter active form	Activit y	Teacher activities
				Goodb ye	
6. Expans ion activiti es			Indivi dual/ Whol e class		- Teachers let children draw and color their family members, then share them with their peers

MY LITTLE FUN – BOOK 2

LESSON 1: MY FAMILY - ACTIVITY 6: VALUES

1. Objectives:

- Children realize the value of loving family

2. Target language:

- Review words: grandma, grandpa, mum, dad, brother, sister

3. Extended Languages:

- Voice commands & classroom language: I love my grandma; I love my family

4. Materials and materials:

- Class Book page 11
- Audio Unit 1
- Cards from characters, magnetic cards indicating male family members (grandma, grandpa, mum, dad, brother, sister)
- Internet-connected computer and MyLittleFun hoclieu app
- Crayons, wax pens

Process:

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
1. Warm-up & Review	2	Computer connected to the internet	Whole class	Greetings	<ul style="list-style-type: none">- Goal: for children to start a new lesson, review words for family members.- Teachers have children sing Hello. Have them walk around and sing along
	3	Classbook Audio MLF application	Whole class	Hearing and movement	<ul style="list-style-type: none">- The teacher holds cards from family members (grandma, grandpa, mum, dad, brother, sister), for the whole class to read words in turn.
2. Knowledge formation	6	<ul style="list-style-type: none">- Projection screen, computer- MyLittleFun app	Whole class	Listen, observe how to follow the instruct	<ul style="list-style-type: none">- Goal: teach the child what it means to express affection to his family.- GV draws a family tree on the board- The teacher shows the card from the male character to the child and asks "Who's this?"

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
		- Magnetic cards for family members only		ions of the teacher	<p>Teachers let children speak Male. Tag the word South next to the family tree.</p> <ul style="list-style-type: none"> - The teacher showed the cards pointing to the male family member in turn and let the child say the words aloud in unison. The teacher then attaches those tags according to the member's position on the family tree. - GV draws a big heart around the family tree - The teacher held the card from the male character in front of him, pointed to each picture on the family tree with the index finger of his other hand, and said I love my (grandma). Finally say I love my family. The teacher had the class repeat in unison.
3. Practice	7	- Class Book - MyLittleFun app	Whole class	Read rhymes, repeat words that refer to family members' names	<ul style="list-style-type: none"> - Goal: have children practice expressing affection to their families in their books - The teacher has the child open the book on page 11. Point to each picture on the family tree and ask: <i>Who is this?</i> Then have the child answer: grandma/grandpa/mum/dad/brother/sister. - GV pointed to each picture and said I love (my grandpa). Have your child read in unison. - The teacher points to each empty square and asks the child to draw his or her brother/sister. Then draw any symbols they like to show affection to the family.

Sections	Time (minutes)	Teaching tools and documentation	Interactive form	Activity	Teacher activities
4. Application	4	Classbook MLF application	Whole class	Children practice reading according to rhymes	<ul style="list-style-type: none"> - Goal: have the child present the family tree and show his affection to his family. - Teachers let children share their family tree with their peers. - The teacher has the children point to each family member in turn and say I love my (grandma). I love my family.
5. Summary	3	-Computer - Class Book/ MyLittleFun App	Whole class	<ul style="list-style-type: none"> - Review learned vocabulary - Sing and Say Goodbye 	<ul style="list-style-type: none"> - The teacher played the Goodbye song and encouraged the children to sing along and wave goodbye.
6. Expansion activities			Individual/ Whole class		<ul style="list-style-type: none"> - Teachers let children draw family trees and paste photos of young family members on trees. Then have them share drawings with their peers, point to each picture and say I love (my grandma).



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GIÁM ĐỐC
Trinh Thị Nguyễn

MY LITTLE FUN – BOOK 2

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

1. Objective:

- Children recognize some objects in the classroom
- Repeat the names of these items

2. Target language:

- Review words: bag, book, chair
- New words: crayon, table, picture, paper

3. Extension languages:

- Voice commands & classroom language: Look and listen; Listen and repeat;

4. Teaching tools and materials:

- Class Book page 12
- Audio Unit 2
- Situational painting
- Real objects or magnetic cards: bag, book, crayon, chair, table, paper, picture
- Computer connected to the internet and hoclieu.vn (MLF) application
- Colored pencils, crayons

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	Greeting	<ul style="list-style-type: none"> - Objective: for children to start a new lesson and review the words they have learned - The teacher lets the children sit in a circle with the teacher. The teacher gives the children 3 word cards (bag, book, chair) to 4 random children in the circle.
	3	Classbook Audio MLF application	Class	Listen and move	<ul style="list-style-type: none"> - The teacher plays the children's favorite song and lets them pass the word cards to each other according to the rotation of the clock - The teacher stops the music suddenly and asks each child who has a word card in hand and reads the name of the word card. For example: It's a book.
2. Form knowledge	6	<ul style="list-style-type: none"> - Projection screen, computer - MyLittleFun application - Magnetic cards show objects in the classroom 	Class	Listen and observe how to follow the teacher's instructions	<ul style="list-style-type: none"> - Objective: introduce children to classroom objects (crayon, table, paper, picture) - The teacher introduces it to the children, and they will learn some new words for classroom objects - The teacher says Look and listen. The teacher points to the table in the classroom/Or points to a picture of the table on the screen (projecting the software on the board)/Or holds a card from the table. Teacher says Table. Table. Teacher lets children see and listen to this word twice. - Teacher says: Listen and repeat. Drunk. Table. The teacher lets the children listen and repeat the words from the table a few times - Repeat the process with the remaining items (crayon, paper, picture)

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
3. Practice	7	<ul style="list-style-type: none"> - Class Book - MyLittleFun application 	Class	Read the rhyme, repeating the words indicating the names of family members	<ul style="list-style-type: none"> - Objective: children can practice recognizing and repeating objects in the classroom - The teacher opens the situation picture on the screen/Places the situation picture on the board. - Repeat the names of the 3 characters (Hoa, Nam and Linda) - The teacher points to each new item and names each item once. - The teacher says Listen and repeat. Teacher turns on the audio. The teacher lets the whole class listen and repeat each word, in groups, pairs or individually while the teacher points to the corresponding item on the table.
4. Application	4	Classbook MLF application	Class	Children practice reading according to the rhyme	<p>Objective: children can listen and recognize objects in the classroom and repeat them</p> <ul style="list-style-type: none"> - The teacher puts crayons, paper and a picture on the table - The teacher says Listen and repeat. The teacher lets the children listen and repeat each word out of order, while the teacher points to the corresponding objects on the table.
5. Summary	3	<ul style="list-style-type: none"> - Computer - Class Book/ 	Class	Review learned	<ul style="list-style-type: none"> - Teacher shows children pictures of situations. Have children look at the picture and say the 4 words for the objects they learned in the lesson.

Parts	Time (minutes)	Teaching aids and documents	Inter active form	Work	Teacher's activities
		MyLittleFun application		d vocabulary - Sing and say goodbye	- The teacher plays the Goodbye song and encourages children to sing along and wave goodbye.
6. Extension activities			Individual/ Class		<ul style="list-style-type: none"> - The teacher puts 6 word cards on the board (bag, book, crayon, table, paper, picture) and lets the children look at the word cards and then look at the teacher's mouth. - The teacher chooses any word and pronounces it but not out loud. - Have children observe mouth movements when pronouncing and reading aloud the words the teacher has just read. - This activity can be used as a team game

Audio Scripts:

Lesson 1. Let's listen.

crayon

Table

Paper

Picture

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

1. Objective:

- Children can name some objects in the classroom

2. Target language:

- Review words: table, picture, paper, bag, book, chair, crayon
- New words: crayon, table, picture, paper

3. Extension languages:

- Voice commands & classroom language: Listen. Stand up and repeat; Listen and point; Point and say;

4. Teaching tools and materials:

- Class Book page 13
- Audio Unit 2
- Situational painting
- Real objects or magnetic cards: bag, book, crayon, chair, table, paper, picture
- Computer connected to the internet and hoclieu.vn (MLF) application
- Colored pencils, crayons

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	Greeting	<ul style="list-style-type: none">- Objective: for children to start a new lesson, evaluate whether they can hear and recognize objects in the classroom- The teacher lets the children stand up. The teacher plays the song Hello and lets the children sing along.
	3	Classbook Audio MLF application	Class	Listen and move	<ul style="list-style-type: none">- The teacher lets the children sit on chairs in a semicircle. The teacher gives each child a word card (crayon, table, picture, paper). Teacher says Listen. Stand up and repeat. Teacher says Table. Children who have cards from the table will stand up and repeat the word.- Repeat the above process with other flashcards

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
2. Form knowledge	6	<ul style="list-style-type: none"> - Projection screen, computer - MyLittleFun application - Magnetic cards show items in the classroom 	Class	Listen and observe how to follow the teacher's instructions	<ul style="list-style-type: none"> - Goal: children can recognize new objects in the classroom and repeat the names - The teacher shows the children a card from the table/or shows a picture of a table on the screen or points to a table near the teacher. - Teacher says: Point and say. Table. A table and let the children listen and point to the table. - Teacher says: Point and say. The teacher points to the table and says Table. A table. The teacher has the whole class point to the table and say Table. A Table a few times. - The teacher repeats the same process with the remaining objects (crayon, paper, picture).
3. Practice	7	<ul style="list-style-type: none"> - Class Book - MyLittleFun application 	Class	Read the rhyme, repeating the words indicating the names of family members	<ul style="list-style-type: none"> - Objective: children practice recognizing and saying the names of objects in the classroom - The teacher shows the children page 13 in the book or projects page 13 on the screen. - The teacher points to each item, says its name and has the children repeat it. - Teacher says Listen. Point and say. Teacher turns on the audio. The teacher lets the children listen to each word, point to each item in the book on page 13 and read the name of the item in pairs. - The teacher walks around the classroom and provides support if necessary.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
4. Application	4	Classbook MLF application	Class	Children practice reading according to the rhyme	<ul style="list-style-type: none"> - Objective: children recognize and name objects - The teacher shows children the word cards (crayon, table, picture, paper) out of order - Randomly call a child to stand up, show the child the word card and name the object on the word card. For example: crayon, a crayon - The teacher corrects children's pronunciation if necessary
5. Summary	3	<ul style="list-style-type: none"> - Computer - Class Book/ My Little Fun app 	Class	<ul style="list-style-type: none"> - Review learned vocabulary - Sing and say goodbye 	<ul style="list-style-type: none"> - The teacher shows the children pictures of situations and rereads the names of objects learned in the lesson - The teacher plays the song Goodbye, waves goodbye and encourages children to sing along and wave goodbye
6. Extension activities			Individual/ Class		<ul style="list-style-type: none"> - The teacher pretends to sit down and puts his hands on the table. Say: Table. A table. - The teacher says Let's do it together. The teacher repeats the word again and lets the children imitate him - The teacher shows a child a word card indicating an item in the classroom (bag, book, table, paper, crayon, picture) without letting the other children know. Let children imitate with the teacher's help. - The teacher lets the remaining children read the names of the objects out loud - The teacher repeats the above process with as many children as possible.

Audio Scripts:

Lesson 2. Let's say.

Picture. A picture

Table. A table

Crayon. A crayon

Paper. Paper.

LESSON 2: MY CLASSROOM - ACTIVITY 3: LET'S SING

1. Objective:

- Children can answer some simple questions about some classroom objects
- Sing along to the song of the lesson

2. Target language:

- Review words: bag, book, crayon, chair, table, picture, paper; What is it? It's....

3. Extension languages:

- Voice commands & classroom language: Listen. Stand up and repeat; Listen and point; Point and say; Let's listen; Listen and repeat.

4. Teaching tools and materials:

- Class Book page 14
- Audio Unit 2
- Painting situations, puppets
- Real objects or magnetic cards: bag, book, crayon, chair, table, paper, picture
- Computer connected to the internet and hoclieu.vn (MLF) application
- Colored pencils, crayons

Procedure:

Parts	Time (minutes)	Teaching aids and documents	Inter active form	Work	Teacher's activities
1. Start up	2	Computer connected to the internet	Class	Greeting	- Objective: for children to start a new lesson, review the structure "What is it?" and classroom items learned.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
& Review					<ul style="list-style-type: none"> - The teacher lets the children stand up. The teacher plays the song Hello and lets the children sing along.
	3	Classbook Audio MLF application	Class	Listen and move	The teacher lets the children sit in a semicircle. The teacher randomly takes a word card (crayon, book, table, picture, paper) and asks What is it? The teacher interacts with the children's answers.
2. Form knowledge	6	<ul style="list-style-type: none"> - Projection screen, computer - MyLittleFun application - Magnetic cards show items in the classroom 	Class	Listen and observe how to follow the teacher's instructions	<ul style="list-style-type: none"> - Goal: children can understand the question What is it? and answer the question using the structure It is (a picture). - The teacher holds a picture/points to the picture on the screen or the situation picture of unit 2 and asks What is it?. Teachers interact with children. - The teacher says It's a picture. The teacher tells the whole class to repeat this answer. - The teacher holds a book/or points to the book on the screen, or the book page (14). Teacher says: It is a book. The teacher tells the whole class to repeat this sentence a few times. - The teacher speaks or uses puppets to ask What is it? and answer/use another puppet to answer It is a book. - The teacher lets the children listen to the question again and repeat it twice. Then the teacher lets the children listen to the answer again and repeat it twice.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> - The teacher can correct errors if necessary.
3. Practice	7	<ul style="list-style-type: none"> - Class Book - My Little Fun application 	Class	Read the rhyme, repeating the words indicating the names of family members	<ul style="list-style-type: none"> - Objective: for children to re-learn the unit song and sing along. - The teacher opens the screen with the lesson page or opens the book to page 14 - The teacher points to each object on the screen/in the book and asks What is it?, then answers the question. - Teacher says: Let's listen. The teacher turns on the audio of the song and lets the children listen to the whole song once or twice. - Teacher says: Listen and repeat. The teacher turns on the audio again. Teacher lets children listen and repeat each sentence in the song a few times and point to each object on the screen or in the book (page 14).
4. Application	4	Classbook My Little Fun app	Class	Children practice reading according to the rhyme	<ul style="list-style-type: none"> - Goal: children sing along to the song in the lesson - Teacher lets children stand up and sing (whole class/in groups/in groups/in pairs) - Teacher encourages children to point to each object on page 14 or on the screen while singing. - The teacher changes the rhythm of the song to make it more lively (fast, slow...).

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
5. Summary	3	- Computer - Class Book/ My Little Fun app	Class	- Review learned vocabulary - Sing and say goodbye	- The teacher lets the children look at page 14 on the screen and read it again themselves. Example: It's.. - The teacher plays the song Goodbye and encourages children to sing and say goodbye.
6. Extension activities			Individual/ Class		- The teacher attaches 6 word cards (book, paper, crayon, book, picture, table, chair) in a row on the board. - The teacher lets the children listen and repeat the words rhythmically a few times - The teacher takes away the first word card and says the word, then has the children repeat the words on the board including the word card that was taken away. - The teacher continues to take the word cards and follow the order as above, letting the children speak in the correct order. - The teacher tells the children to repeat all the word cards even when there are no more cards on the board.

Audio Scripts:

Lesson 3. Let's sing.

Stand up. What is it?

It's paper.

Sit down, please.

Stand up. What is it?

It's a table.

Sit down, please.

Stand up. What is it?

It's a crayon.

Sit down, please.

Stand up. What is it?

It's a picture.

Sit down, please.

LESSON 2: MY CLASSROOM - ACTIVITY 4: MATCH

1. Objective:

- Children can hear and recognize some objects in the classroom
- Connect similar items in the classroom

2. Target language:

- Review words: bag, book, crayon, chair, table, picture, paper; What is it? It's....

3. Extension languages:

- Voice commands & classroom language: Listen. Stand up and repeat; Listen and point; Point and say; Let's listen; Listen and repeat.

4. Teaching tools and materials:

- Class Book page 14
- Audio Unit 2
- Painting situations, puppets
- Real objects or magnetic cards: bag, book, crayon, chair, table, paper, picture
- Computer connected to the internet and hoclieu.vn (MLF) application
- Colored pencils, crayons

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	Greeting	<ul style="list-style-type: none"> - Objective: for children to start a new lesson and review the classroom materials they have learned. - The teacher lets the children stand up. The teacher plays the song in lesson 3 and lets the children sing along.
	3	Classbook Audio MLF application	Class	Listen and move	<ul style="list-style-type: none"> - Teacher lets children play the game Hidden items - Bingo - The teacher slowly shows the children word cards indicating classroom objects (bag, chair, crayon, table, picture, paper), not in order, and asks What is it? - The teacher continues to show the children the word cards until one child can say BINGO. Have children say the name of the object (it can be a word or a phrase). For example: Crayon; A crayon/It's a crayon. - The teacher corrects children's pronunciation errors if necessary - This activity can be organized as a team game.
2. Form knowledge	6	<ul style="list-style-type: none"> - Projection screen, computer - MyLittleFun application 	Class	Listen and observe how to follow the teacher's instructions	<ul style="list-style-type: none"> - Goal: children can recognize objects in the classroom that are similar - The teacher shows the page of the lesson on the screen or opens the lesson in the book.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		- Magnetic cards show items in the classroom			<ul style="list-style-type: none"> - Point to the crayon and ask What is it? The teacher interacts and answers with the children. - Teacher says: Listen and repeat. The teacher said It's a crayon. The teacher lets the children listen to the whole sentence and repeat it a few times. - The teacher points to the crayons in the circle and says What is it? The teacher interacts according to the children's answers. - The teacher says Listen and repeat. The teacher said It's a crayon. The teacher lets the children listen to the whole sentence again and repeat it twice. - The teacher instructs children how to connect two crayons, using their index finger. - Repeat this process with the remaining items.
3. Practice	7	- Class Book - My Little Fun application	Class	Read the rhyme, repeating the words indicating the names of family members	<ul style="list-style-type: none"> - Objective: children can practice recognizing objects in the classroom by listening and matching similar objects. - The teacher lets the children listen to the audio and do matching exercises in the children's books. (page 15) - The teacher lets the children share their work with their friends - The teacher corrects the lesson for the whole class. Praise your child for completing the assignment.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
4. Application	4	Classbook My Little Fun app	Class	Children practice reading according to the rhyme	<ul style="list-style-type: none"> - Goal: children can recognize and match similar objects in the classroom - Teacher lets children sit in groups of 3-4. Give each group a set of flashcards. - Have children find flashcards of similar classroom objects and place the flashcards in different compartments
5. Summary	3	<ul style="list-style-type: none"> - Computer - Class Book/ My Little Fun app 	Class	<ul style="list-style-type: none"> - Review learned vocabulary - Sing and say goodbye 	<ul style="list-style-type: none"> - The teacher lets the children look at page 15 on the screen and read along with the teacher. Example: It's.. - The teacher plays the song Goodbye and encourages children to sing and say goodbye.
6. Extension activities			Individual/ Class		<ul style="list-style-type: none"> - The teacher divides the class into 6 groups. Assign each group a word card (crayon, table, paper, picture, book) and name that group. - The teacher gives simple instructions such as stand up, sit down, touch your nose... and adds the name of each group after each command. For example: Touch your nose, book! and evaluate whether the Book group touches his nose. - The teacher praises and encourages the children.

Audio Scripts(track 11):

Lesson 4. Match.

It's a crayon.

It's a table

It's a picture

It's paper.

LESSON 2: MY CLASSROOM - ACTIVITY 5: TRACE AND COLOUR

1. Objective:

- Children can make letters with their fingers and count to 2 (review)
- Color the objects in the classroom
- Can name classroom objects and their colors

2. Target language:

- Review words: table, paper, picture, red, green, yellow; It's....

3. Extension languages:

- Voice commands & classroom language: Look, what is it?; Count with me;

4. Teaching tools and materials:

- Class Book page 14
- Audio Unit 2
- Painting situations, puppets
- Real objects or magnetic cards: bag, book, crayon, chair, table, paper, picture
- Computer connected to the internet and hoclieu.vn (MLF) application
- Colored pencils, crayons

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	Greeting	<ul style="list-style-type: none">- Objective: for children to start a new lesson and review the classroom materials they have learned.- The teacher plays the song in lesson 3 and lets the children sing along.
	3	Classbook Audio MLF application	Class	Listen and move	<ul style="list-style-type: none">- Teachers encourage children to point at objects in the classroom or on the screen while singing.- The teacher changes the rhythm of the song to make it more lively
2. Form knowledge	6	<ul style="list-style-type: none">- Projection screen, computer- MyLittleFun application	Class	Listen and observe how to follow the teacher's instructions	<ul style="list-style-type: none">- Goal: children can recognize and count objects in the classroom (count to 2).- The teacher draws a black and white crayon on the board or projects the black and white crayon onto the screen- The teacher points to the black and white crayon on the board or on the screen and

- Children can recognize positive behaviors with classmates

2. Target language:

- Review words: book, crayon, paper, table, picture

3. Extension languages:

- Voice commands & classroom language: Let's color.

4. Teaching tools and materials:

- Class Book
- Audio Unit 2
- Painting situations, puppets
- Real objects or magnetic cards: bag, book, crayon, chair, table, paper, picture
- Computer connected to the internet and hoclieu.vn (MLF) application
- Colored pencils, crayons

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	Greeting	<ul style="list-style-type: none"> - Objective: for children to start a new lesson and review the classroom materials they have learned. - The teacher shows the screen of Lesson 3 (page 14) and has the children stand up. - The teacher plays the song in lesson 3 (page 14) and lets the children sing along.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
	3	Classbook Audio MLF application	Class	Listen and move	<ul style="list-style-type: none"> - Teachers encourage children to point at objects in the classroom or on the screen while singing. - The teacher changes the rhythm of the song to make it more lively
2. Form knowledge	6	<ul style="list-style-type: none"> - Projection screen, computer - MyLittleFun application - Magnetic cards show items in the classroom 	Class	Listen and observe how to follow the teacher's instructions	<ul style="list-style-type: none"> - Goal: children can recognize good, positive behaviors - The teacher projects it on the screen or points to the first picture on page 17 - The teacher points to the smiley and sad faces on the screen or in the book and says This or this? The teacher shows the corresponding facial expressions. - The teacher lets the children point to the face they choose. Then point to the correct face. - The teacher says Let's color. Color the face the correct blue as an example for children. - Repeat the above process with the remaining paintings
3. Practice	7	<ul style="list-style-type: none"> - Class Book - My Little Fun application 	Class	Read the rhyme, repeating the words indicating the names of family members	<ul style="list-style-type: none"> - Goal: Children can practice recognizing good behavior by coloring symbols in their books - The teacher asks the children to color the correct faces on page 17 - Teacher asks children to compare answers in pairs - The teacher evaluates the whole class. Praise correct answers and encourage children who do not get it right.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
4. Application	4	Classbook My Little Fun app	Class	Children practice reading according to the rhyme	<ul style="list-style-type: none"> - Goal: children can recognize good behavior - The teacher puts the children into groups of 4-5, giving each group 2 word cards (smiley face, sad face). - The teacher shows a screen or holds pictures of good/bad behavior at school. - The teacher lets the children hold a smiley face or a sad face card to point to each picture - The teacher gives 1 star for each correct answer. The group with the most stars will be the winner.
5. Summary	3	<ul style="list-style-type: none"> - Computer - Class Book/ My Little Fun app 	Class	<ul style="list-style-type: none"> - Review learned vocabulary - Sing and say goodbye 	<ul style="list-style-type: none"> - The teacher shows each picture on the screen and has the children pretend to be a smiley face or a sad face. - The teacher recites the Goodbye song and encourages children to sing along.
6. Extension activities			Individual/ Class		<ul style="list-style-type: none"> - The teacher attaches 6 word cards (book, crayon, chair, table, picture, paper) to the board. - Teacher lets children listen and repeat each word - The teacher asks the children to close their eyes and cover their eyes with their hands - The teacher hides one of the magnetic cards behind his back - Have the child open his eyes and say the word card is gone.



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GIÁM ĐỐC
Trinh Thị Nguyễn

MY LITTLE FUN – BOOK 2

LESSON 3: MY COLOURS - ACTIVITY 1: LET'S LISTEN

1. Objective:

After the lesson:

- Children can recognize the word for color
- Repeat Names of colors

2. Target language:

- Review words: *red, green, yellow, paper, table; It's.....*
- Vocabulary : *pink, blue, white, orange*

3. Extension languages:

- Voice commands & classroom language: Look and listen; Let's learn more colored words today; Listen. Point.; Listen. Repeat; What is this? What are they?

4. Teaching tools and materials:

- Class Book page 22
- Audio Unit 3
- Card from real classroom objects, color-coded cards (pink, blue, white, orange)
- Unit situation painting 3
- Computer with internet connection and My Little Fun school application
- Pencils, crayons

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	Greeting	<ul style="list-style-type: none"> - Goal: children are ready for new lessons; Review learned color words (red, green, yellow) and classroom objects (paper, picture, table, crayon). - The teacher lets the children sing the Hello song again or your child's favorite song.
	3	Classbook Audio MLF application	Class	Listen and move	<ul style="list-style-type: none"> - The teacher holds word cards indicating classroom objects (paper, picture, table, crayon) or points to real objects and asks What's this? Children respond: It's... The teacher draws the children's attention to these real objects. The teacher chooses objects with learned colors (red, green, yellow). Instruct children to answer It's (red).
2. Form knowledge	6	<ul style="list-style-type: none"> - Projection screen, computer - MyLittleFun application - Magnetic cards indicating colors 	Class	Listen and observe how to follow the teacher's instructions	<ul style="list-style-type: none"> - Goal: children can talk about colors - The teacher tells the children that they will become more familiar with words for colors. Teacher says: Let's learn more colorful words. - The teacher holds the word cards (pink, orange, white, blue). The teacher picks up the flashcards and says each word out loud. - The teacher puts word cards on the board. Tell children to pay attention and listen. - The teacher points to each word card and repeats the color words in turn. Repeat if necessary. - The teacher says Look and listen. The teacher holds the flashcards again, turns on the audio and changes the flashcards to match the order in the audio. Children point to the corresponding word cards when listening to the audio.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> - Teacher says Listen. Repeat. Teacher turns on the audio. Pause after each word. Children read it again in unison and then read it again on their own.
3. Practice	7	<ul style="list-style-type: none"> - Class Book - MyLittleFun application 	Class	Practice repeating color words	<ul style="list-style-type: none"> - Objective: children can practice recognizing colors and repeating color words - Teacher shows children pictures of situations. Teacher talks about the picture and asks Who is this? Children answer It's (Male); What is this? What are they? (pictures, paper, crayons). The teacher points to the pink flower and suggests that the children say the structure It's pink. The teacher points to the orange-yellow house and suggests that the children say the structure It's orange. The teacher repeats with a blue crayon and white paper. - The teacher shows the children his book, opens page 22. The teacher says Listen. Point. The teacher turns on the audio and stops after each word. Children point to the correct color in the picture. - Teacher says Listen. Repeat. The teacher turns on the audio again. Teacher lets children listen, repeat the word and point to the correct color.
4. Application	4	Classbook MLF application	Class	Children apply and practice naming	<ul style="list-style-type: none"> - Goal: children can recognize colors and recognize color words - Teacher lets children sit in a circle. The teacher places the pencils/crayons in random order. The teacher says each word. Have the

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
				color words	child repeat the word and point to the correct color.
5. Summary	3	<ul style="list-style-type: none"> - Computer - Class Book/ MyLittleFun application 	Class	<ul style="list-style-type: none"> - Review learned vocabulary - Sing and say goodbye 	<ul style="list-style-type: none"> - The teacher holds any object in the classroom. Say the color of that object. Children nod or shake their heads (or use hand gestures to show the correct color word). - Play Goodbye and encourage children to sing along and wave goodbye.
6. Extension activities			Individual/ Class		The teacher attaches flashcards of 4 colors to the board. Call a child to the board. The teacher says Pink and the children will choose the correct word card. Award 1 star for each correct answer

Audio scripts(track 15):

Lesson 1. Let's listen.

Pink.

Orange.

White.

Blue.

MY LITTLE FUN – BOOK 2
LESSON 3: MY COLOURS - ACTIVITY 2: LET'S SAY

1. Objective:

After the lesson:

- Children can name the colors that children see

2. Target language:

- Review words: *pink, orange, white, red, blue, green, yellow, paper, table; It's..*

3. Extension languages:

- Voice commands & classroom language: Look; Let's count; What's it?; What color?

4. Teaching tools and materials:

- Class Book page 23
- Audio Unit 3
- Magnetic card only color (pink, orange, white, blue)
- Computer with internet connection and MyLittleFun school application

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	Greeting	<ul style="list-style-type: none"> - Objective: children are ready for new lessons, assess whether children can recognize and hear color words. - GV Have children sing the Hello song.
	3	Classbook Audio MLF application Situational painting	Class	Listen and move	<ul style="list-style-type: none"> - The teacher attaches word cards (pink, blue, white, orange) to the board. Teacher says a word for color. Children will choose the correct word on the board (run up and touch the word card on the board). Give one star for each correct answer.
2. Form knowledge	6	<ul style="list-style-type: none"> - Projection screen, computer - My Little Fun application - Word cards show the names of colors 	Class	Listen and observe how to follow the teacher's instructions	<ul style="list-style-type: none"> - Objective: children can recognize colors and repeat these words - The teacher shows the children the picture in the book. The teacher points to a crayon on the table in the picture. The teacher said Crayon. The teacher pointed to another crayon and asked What's it?. Teachers encourage children to read the names of other objects in the classroom (crayon, chair, bag, paper). - The teacher shows the children the word card "pink". Teacher says Look. Pink. The teacher moves the magnetic card closer to the pink crayon in the picture. The teacher points to the crayon and says It's pink. The teacher asks the children to repeat Pink. - The teacher points to the blue crayons and says Let's count. One. Two. The teacher shows the children the blue word cards. Teacher says Look. Blue. Then move the magnetic card closer to the blue crayons. Then the teacher says They're blue. Have the child repeat Blue.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> - The teacher does the same with white and orange word cards, and white sheets of paper and yellow-orange pencils.
3. Practice	7	<ul style="list-style-type: none"> - Class Book - MyLittleFun application 	Class	Practice reading the names of colors	<ul style="list-style-type: none"> - Objective: children can practice recognizing color words and saying color words. - The teacher shows the children the book on page 23. The teacher says Look. Point to a crayon. Children point to books as directed. - The teacher says Listen and point. Teacher turns on the audio. The teacher tells the children to point to the correct colored crayons. - Teacher says Listen. Point and say. Teacher turns on the audio. The teacher stops after each word. Children point to the corresponding crayons and say the color words. - The teacher suggests to the children to look at other objects in the picture (What is this? A bag/A paper; What color? It's...) - Teacher says Listen. Point and say. Teacher turns on the audio. Pause after each word. Children point to objects of the correct color and say the color words.
4. Application	4	Classbook MLF application Word cards show the names of colors	Class	Children practice saying the names	<ul style="list-style-type: none"> - Goal: children can recognize and name the colors they see - The teacher lets the children look at the picture in the book. Children point to the picture of a schoolbag and say Look. It's pink. The teacher points to Linda's shirt and encourages the children to say It's pink.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
				of colors	- The teacher repeats the above with other objects in the picture.
5. Summary	3	- Computer - Class Book/ MyLittleFun application	Class	- Review learned vocabulary - Sing and say goodbye	- Play the Goodbye song and encourage your children to sing along
6. Extension activities			Individual/ Class		- Teacher says a word for color. Children point to a real object in the classroom that has that color.

Audio scripts(track 16):

Lesson 2. Let's say.

Pink. Pink

White. White.

Orange. Orange.

Blue. Blue

MY LITTLE FUN – BOOK 2
LESSON 3: MY COLOURS - ACTIVITY 3: LET'S CHANT

1. Objective:

After the lesson:

- Children can answer simple questions about color
- Read along with the rhyme in the unit

2. Target language:

- Review words: *pink, blue, white, orange, paper, shirt*
- Structure new : It's (*pink. pink*).

3. Extension languages:

- Voice commands & classroom language Listen, Let's chant along.

4. Teaching tools and materials:

- Class Book page 24

- Audio Unit 3

- Magnetic card only colors or real objects (paper, shirt)

- Unit 1 situation painting

- Computer with internet connection and MyLittleFun school application

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	Greeting	<ul style="list-style-type: none"> - Goal: children are ready for the lesson and review color words. - The teacher lets the children stand up. Play the song Hello and have your children sing along.
	3	Classbook Audio MLF application	Class	Listen and move	<ul style="list-style-type: none"> - The teacher places 3 crayons of different colors (pink, blue, orange) and a white sheet of paper on the table. The teacher shows the children a pink crayon and says It's pink. The teacher takes turns showing the children other colored crayons and a blank piece of paper, and has the children say It's (blue).
2. Form knowledge	6	<ul style="list-style-type: none"> - Projection screen, computer - MyLittleFun application 	Class	Listen and observe how to follow the teacher's	<ul style="list-style-type: none"> - Goal: children can understand the question "What color is it?" and the answer "It's pink". The teacher asks the children to repeat the above structure. The teacher repeats the same process with other word cards (blue, white, orange). - The teacher holds a pink flashcard and asks What color is it? and replied It's pink. In this

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		- Word cards show the names of colors		instructions	<p>step, the teacher only asks children to listen. The teacher does the same with other word cards.</p> <ul style="list-style-type: none"> - The teacher repeats the question and answers, but this time lets the children answer after him - The teacher puts the word cards on the board. The teacher points to the word cards one by one and asks What color is it? Children will answer.
3. Practice	7	- Class Book - MyLittleFun application	Class	Read the rhyme, repeating the words indicating the names of the colors	<ul style="list-style-type: none"> - Objective: children can learn the rhyme in the unit and repeat each sentence in the rhyme. - The teacher shows the children the book on page 24. Asks the children to name the characters (teacher, Linda, Hoa, Nam) and the colors of the paper and crayons in the picture. - Teacher says Listen. Teacher turns on the audio. Children listen to the rhyme from beginning to end and clap along to the beat. - Teacher says Let's chant along. Teacher turns on the audio. Children listen and sing along to each line in the rhyme, singing while pointing to objects of corresponding colors in the picture.
4. Application	4	Classbook MLF application	Class	Children practice reading according to	<ul style="list-style-type: none"> - Objective: children can read along with the rhyme - The teacher lets the children stand up and read the rhyme in groups of 3-4 children. The teacher lets the children point to the picture on the screen (or corresponding objects in the classroom).

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
				the rhyme	
5. Summary	3	- Computer - Class Book/ MyLittleFun application	Class	- Review learned vocabulary - Sing and say goodbye	- The teacher plays the Goodbye song and encourages children to sing along and wave goodbye
6. Extension activities			Individual/ Class		The teacher gives the children word cards. The teacher lets the children read along with the rhyme and point to the word cards.

Audio scripts(track 17):

Lesson 3. Let's chant.

Pink and blue. White and orange.

Pink, blue, white, orange

What color is it?

Pink, pink. It's pink.

What color is it?

Blue, blue. It's blue.

What color is it?

White, white. It's white.

What color is it?

Orange, orange. It's orange.

MY LITTLE FUN – BOOK 2

LESSON 3: MY COLOURS - ACTIVITY 4: MATCH!

1. Objective:

After the lesson:

- Children can listen to and recognize the colors
- Connect the objects of the same color

2. Target language:

- Review words: *pink, orange, white, blue, book, table, paper; It's....*

3. Extension languages:

- Voice commands & classroom language: Look. It's pink.

4. Teaching tools and materials:

- Class Book page 25
- Audio Unit 3
- Card from real classroom objects (book, table, paper), color flashcards (pink, blue, white, orange).
- Unit situation painting 3
- Computer with internet connection and MyLittleFun school application

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	Greeting	- Objective: She is ready for the lesson, reviewing colors.
	3	Classbook Audio MLF application	Class	Listen and move	- The teacher lets the children sing the Hello song. - The teacher puts word cards or a few sheets of paper with 4 colors on the board. Make sure to have at least two flashcards/a stack of paper for

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					each color at a time. The teacher said Pink. Two children hop on the board and pick up the correct word card/paper. The teacher tells the whole class It's pink. The teacher does the same with other flashcards/paper.
2. Form knowledge	6	<ul style="list-style-type: none"> - Projection screen, computer - MyLittleFun application - Word cards show the names of colors 	Class	Listen and observe how to follow the teacher's instructions	<ul style="list-style-type: none"> - Goal: children can recognize objects of the same color - The teacher holds a pink crayon in each hand. The teacher shows the children a crayon and says Look. It's pink. The teacher gives the remaining pink crayon to the child and says Look. It's pink. Children repeat It's pink. Teacher does the same with other crayons or real orange and white objects. If there are no real materials in class, flash cards can be used instead. - The teacher cuts a blue piece of paper in half. Show the child half of this paper and say It's blue. The teacher gives the remaining half of the paper and says It's blue. Children repeat It's blue. The teacher models combining two halves of the paper and repeats It's blue. Children read along with the teacher.
3. Practice	7	<ul style="list-style-type: none"> - Class Book - MyLittleFun application 	Class	Read the rhyme, repeating the words indicating the names	<ul style="list-style-type: none"> - Objective: children can practice recognizing objects of the same color and connecting them together - The teacher shows the children the book on page 25. The teacher tells the children the names of the objects (crayon, book, table, paper) and the colors of the crayons (pink, orange, white, blue).

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
				of the colors	<ul style="list-style-type: none"> - The teacher points to half of the orange-yellow crayon and says It's orange. The teacher pointed to the remaining half of the crayon and said It's orange. The teacher uses his index finger to model connecting these two objects and says It's blue. Children repeat It's blue. The teacher models connecting the two halves together and says the structure It's blue again. Children read along with the teacher. - The teacher points to half of the orange crayon and says It's orange. The teacher points to the other half of the crayon and says It's orange. The teacher models connecting two objects together, using the index finger to do this connecting action. The teacher lets the children imitate his movements. - The teacher does the same step as above with other objects and colors. - The teacher says Listen and match. The teacher lets the children listen and connect the objects.
4. Application	4	Classbook MLF application	Class	Children practice reading according to the rhyme	<ul style="list-style-type: none"> - Objective: children can recognize objects of the same color and match them together - The teacher puts 4 pink, blue, white, and orange pieces of paper on the board in a row. Teacher asks children to place flashcards and pieces of paper of the same color next to each other. The teacher tells the children to say It's (pink). If the whole class has done better, you can call two children to the board

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					and have one child ask What color is it? and the other child answers It's....
5. Summary	3	- Computer - Class Book/ MyLittleFun application	Class	- Review learned vocabulary - Sing and say goodbye	- The teacher plays the song Goodbye and encourages children to sing along and wave goodbye
Expanded activities			Individual/ Class		- Game : Color hunt. The teacher takes turns showing the children the color word cards. Each time, children look around the classroom and find an object corresponding to that color. - Audio script (track 18):

Audio scripts(track 18):

Lesson 4. Match.

It's orange.

It's blue.

It's white.

It's pink.

MY LITTLE FUN – BOOK 2
LESSON 3: MY COLOURS - ACTIVITY 5: TRACE AND COLOUR

1. Objective:

After the lesson:

- Children can use their fingers to draw numbers and count numbers3
- Color the pictures according to the instructions
- Name the colors that children see

2. Target language:

- Review words: *pink, orange, blue, bag, table, crayon; It's....*

3. Extension languages:

- Voice commands & classroom language: *Let's color;*

4. Teaching tools and materials:

- Class Book page26
- Audio Unit3
- Card fromor real classroom objects (bag, table, crayon), color flashcards (pink, orange, blue) and number cards (1, 2, 3)
- Computer with internet connection and MyLittleFun school application
- Colored pencils, crayons

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	Greeting	<ul style="list-style-type: none"> - Objective: for children to start a new lesson and review vocabulary words color - The teacher lets the children sing the song Hello
	3	Classbook Audio MLF application	Class	Listen and move	<ul style="list-style-type: none"> - Game: Quickly pass magnetic cards: GV Show your child a flashcard and say Pink. Children repeat. The teacher does the same with the remaining word cards, moving the word cards as quickly as possible and letting the children read in unison.
2. Form knowledge	6	<ul style="list-style-type: none"> - Projection screen, computer - My Little Fun application - Word cards show the names of colors 	Class	Listen and observe how to follow the teacher's instructions	<ul style="list-style-type: none"> - Goal: children can recognize numbers 1, 2, 3 and counting to 3 - Write numbers 1, 2, 3 (large format) on the board. The teacher calls the children to the board and has them stand under each number. The teacher points to each number and tells the whole class to count 1, 2, 3. Then points to each child and suggests that they read 1, 2, 3. - The teacher holds the number cards and calls a child to the board. The child takes the card and gives it to the child standing at the corresponding number on the board. - Teacher lets children count other objects: crayons, tables, bags
3. Practice	7	<ul style="list-style-type: none"> - Class Book - My Little Fun application 	Class	Read the rhyme, repeating the words	<ul style="list-style-type: none"> - Goal: for children to practice How to connect and color objects in the book - The teacher shows the children the book page 26

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
				indicating the names of the colors	<ul style="list-style-type: none"> - The teacher points to the objects in the picture and tells the whole class to count them. The teacher models a number matching bowl and pink crayon. Children imitate. Then, the teacher lets the children connect the broken lines with their pencil or crayon. - The teacher points to the blue table and suggests that the children say It's blue. Children imitate. The teacher does the same with the orange school bag. - The teacher says Let's color. Model using a blue crayon and color the second table. Children imitate. - The teacher waits for the children to complete the task of coloring the table, then repeats the above step with the word bag.
4. Application	4	Classbook MLF application	Class	Children practice reading according to the rhyme	<ul style="list-style-type: none"> - Target :Children share their pictures with friends and count objects. - The teacher lets the children present their pictures. YoungPoint to the picture and say It's pink. - The teacher puts a few crayons on the table. Teacher says One. The teacher models holding up a crayon. Repeat the above step with numbers two and three.
5. Summary	3	- Computer - Class Book/	Class	- Review learned	<ul style="list-style-type: none"> - The teacher plays the Goodbye song and encourages children to sing along and wave goodbye.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		MyLittleFun application		vocabulary - Sing and say goodbye	
Expanded activities			Individual/ Class		- The teacher lets the children draw and color children's classroom supplies and then share with you.

MY LITTLE FUN – BOOK 2

LESSON 3: MY COLOURS - ACTIVITY 6: LET'S SAY

1. Objective:

After the lesson:

- Children can recognize circles and squares
- Count objects in circles and squares
- Name the shapes of objects

2. Target language:

- From new : circle, square

- Review words: pink, orange, white, blue, picture, ball, shirt

3. Extension languages:

- Voice commands & classroom language: Let's count; Circle; Square

4. Teaching tools and materials:

- Class Book page27
- Audio Unit3
- Card from only colors (pink, blue, white, orange) and real objects and objects that are round or square (lego blocks, balls, etc..)
- Computer with internet connection and MyLittleFun school application
- Colored pencils, crayons

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	Greeting	<ul style="list-style-type: none"> - Objective: for children to start a new lesson and review vocabulary words classroom supplies. - The teacher lets the children sing the song Hello Or re-read the rhyme in lesson 3.
	3	Classbook Audio MLF application	Class	Listen and move	<ul style="list-style-type: none"> - Game : Bingo! The teacher takes turns showing the children color word cards and letting them read aloud the words pink, blue, white, orange. The teacher places the flashcard face down. Call a child to the board, say a color and choose a word card. If the child chooses the correct word card, he or she will receive a star.
2. Form knowledge	6	- Projection screen, computer	Class	Listen and observe how to	<ul style="list-style-type: none"> - Objective: p11c can recognize circles and squares

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		MyLittleFun application - Word cards show the names of colors		follow the teacher's instructions	<ul style="list-style-type: none"> - The teacher draws a circle and a square, and puts the cards from the circle and square on the board. - Teacher points to the circle and says Circle. Teacher repeats twice. Teacher points to the square and says Square. The teacher also repeats twice. Children listen. - Teacher points to the circle and says Circle. The teacher asks the children to repeat after him twice. Repeat the above step with the word Square. - The teacher speaks and performs a circular drawing action in the air. Repeat again and let children imitate. Do the same with the word square.
3. Practice	7	- Class Book - MyLittleFun application	Class	Read the rhyme, repeating the words indicating the names of colors and shapes	<ul style="list-style-type: none"> - Objective: Children can practice recognizing round and square objects. - The teacher shows the children the lesson on page 27. The teacher points to the clock on the wall and says Circle. The teacher asks the children to repeat. The teacher points to the picture on the wall and says Square. The teacher asks the children to repeat. - The teacher tells the children to say Circle. Square while pointing at the clock and the painting. Repeat this several times, each time at a faster pace, until your child confidently recognizes the above shapes. - The teacher shows the children the book page 27. The teacher models pointing to the clock and picture, then says Circle. Square. Children imitate.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> - The teacher points to other objects (window, two pictures on the table, ...) and suggests children say Circle. Square. - Teacher says Let's count. The teacher points to round objects and counts them with the children. Do the same with square objects.
4. Application	4	Classbook MLF application	Class	Children practice reading according to the rhyme	<ul style="list-style-type: none"> - Objective: p11e can recognize shapes of objects - The teacher says Circle or Square and has the children point to similar images in the picture - Teacher lets children work in pairs. Children point to objects in the picture and say Circle or Square. Then children will count the objects by type. - The teacher places real objects (lego blocks, balls...) in the middle of the classroom. The teacher calls two children to classify circles and squares. The teacher asks the children to count the objects according to each type
5. Summary	3	<ul style="list-style-type: none"> - Computer - Class Book/ MyLittleFun application 	Class	<ul style="list-style-type: none"> - Review learned vocabulary - Sing and say goodbye 	<ul style="list-style-type: none"> - The teacher plays the Goodbye song and encourages children to sing along and wave goodbye.
Expanded			Individual/		<ul style="list-style-type: none"> - Teacher for children Walk around the classroom and identify round and square objects.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
activities			Class		- Game : TPR. The teacher shows the children different objects. If the object is round, the child will stand up. If it is square, the child will sit down. Finally, have your child count the objects.



• GIÁM ĐỐC
Trinh Thị Nguyễn

MY LITTLE FUN – BOOK 2
LESSON 5. MY BODY - ACTIVITY 1: LET'S LISTEN

1. Objective:

After the lesson:

- Children can recognize itsome parts of the body
- RepeatNames of body parts

2. Target language:

- Review words:*Linda*
- Vocabulary :*head, hands, arms, legs*

3. Extension languages:

- Voice commands & classroom language: Look and listen; Listen again; Find head;

4. Teaching tools and materials:

- Class Book page38
- Audio Unit5
- Card fromonly body parts (head, hands, arms, legs) and toys (boat, kite, plane, train)
- Unit situation painting5
- Computer with internet connection and My Little Fun school application
- Magnifying glass

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	Greeting	- Goal: children are ready for class and review the words for toys they have learned.
	3	- Class books - Audio - MLF application	Class	Listen and move	- The teacher turns on the audio and has the children wave their hands and sing along with Hello. - Review some words for toys (boat, kite, train, plane). The teacher takes turns holding each word card showing the name of the toy and asking What this? and have the child say: It's (a ball).
2. Form knowledge	6	- Projection screen, computer - MyLittleFun application - Magnetic cards indicating body parts	Class	Listen and observe how to follow the teacher's instructions	- Objective: introduce the parts of the body. - The teacher talks with children to introduce new words about the body. - The teacher puts the flashcards on the board in the following order: head, hands, arms, legs. - Teacher says Look. The teacher points to each word card in turn and says the words twice. The teacher lets the children repeat in unison first, then individually.
3. Practice	7	- Class Book - MyLittleFun application	Class	Practice repeating words that refer to body parts	- Objective: children can practice to recognize and repeat body parts. - The teacher shows the children their books, opens page 38. The teacher projects a picture of the situation on the screen or attaches the picture to the board. - The teacher points to the character Linda in the picture and asks Who is this? The teacher tells the children to say Linda.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> - The teacher says Look and listen. The teacher turns on the audio, stops after each word and has the children repeat it twice in unison. - Teacher says Listen again. Turn on the audio again, let your child listen, repeat the words twice.
4. Application	4	<ul style="list-style-type: none"> - Class books - MLF application 	Class	Children apply and practice naming body parts	<ul style="list-style-type: none"> - Objective: children can recognize body parts and repeat them. - Teacher lets children sit in a circle. The teacher says Head and has the children shake their heads and read the word aloud. The teacher does this two or three times. - The teacher repeats this step with other words (hands - children raise their hands; arms - children extend their arms; legs - touch the legs)
5. Summary	3	<ul style="list-style-type: none"> - Computer - Class Book/ MyLittleFun application 	Class	<ul style="list-style-type: none"> - Review learned vocabulary - Sing and say goodbye 	<ul style="list-style-type: none"> - The teacher takes turns showing the children the word cards head, hands, arms, legs, reading the words and having the whole class read them again in unison. - Play the song Goodbye, wave goodbye, encourage children to sing along and wave goodbye.
6. Extension activities			Individual/ Class		<ul style="list-style-type: none"> - Game: Find it! - The teacher attaches a picture of the situation to the board. Use a magnifying glass and say Find head. The teacher points to the head pictures in the situation picture and says head. - The teacher shows the children page 38 of the book and says Find head! Continue asking children to find the parts hands, arms, legs.

Audio scripts(track 26):

Lesson 1. Let's listen.

Head.

Hands.

Arms.

Legs.

MY LITTLE FUN – BOOK 2
LESSON 5: MY BODY - ACTIVITY 2: LET'S SAY

1. Objective:

After the lesson:

- Children can name some parts of the body

2. Target language:

- Review words: *Linda, Nam, head, hands, arms, legs, one, two*

3. Extension languages:

- Voice commands & classroom language: What is it? Listen. Point and say;

4. Teaching tools and materials:

- Class Book page 39
- Audio Unit 5
- Magnetic card only body parts (head, hands, arms, legs, numbers 1-2)
- Unit 5 situation painting
- Computer with internet connection and MyLittleFun school application

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	Greeting	<ul style="list-style-type: none"> - Objective: children are ready for the lesson, assess whether they can recognize parts of the body - The teacher turns on the audio, sings and lets the children sing along to the song Hello.
	3		Class	Listen and move	<ul style="list-style-type: none"> - Teacher points to his head and asks What is it? Then answer Head. The teacher asks the children to repeat twice. Continue pointing to other parts of the body (hands, arms, legs).

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
2. Form knowledge	6	<ul style="list-style-type: none"> - Projection screen, computer - MyLittleFun application - Magnetic cards indicating body parts 	Class	<p>Listen and observe how to follow the teacher's instructions</p>	<ul style="list-style-type: none"> - Objective: children can recognize and repeat body parts. - The teacher holds up the head-shaped word. The teacher says head and has the children repeat it twice. Do the same with hands, arms, legs. - The teacher puts 4 flashcards on the board. The teacher says head and has the children repeat it twice. Then point to the card from the picture head. The class points to the head picture and repeats the word head twice. - Repeat this step similarly with other word cards (hands, arms, legs).
3. Practice	7	<ul style="list-style-type: none"> - Class Book - MyLittleFun application 	Class	<p>Practice reading the names of body parts</p>	<ul style="list-style-type: none"> - Objective: Children can practice recognizing and saying body parts. - The teacher projects the picture in the book onto the screen. Teacher asks children about the two characters in the picture. Teacher points to Linda and asks Who is this? The teacher tells the children to say Linda. Do this same step with the character Nam. - The teacher points to the doll's head in the small picture on the table and says head, head. Children repeat and point to instructions. - The teacher gives the children the book and opens page 39. - The teacher says Listen and point. The teacher turns on the audio, lets the children look at the corresponding body parts of the

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>doll in the book, while the children listen to the audio.</p> <ul style="list-style-type: none"> - Teacher says Listen. Point and say. The teacher turns on the audio, has the children repeat the words and point to the words indicating corresponding body parts in the book while listening to the audio.
4. Application	4	<ul style="list-style-type: none"> - Class books - MLF application - Magnetic cards indicating parts of the body 	Class	Children practice saying words for body parts	<ul style="list-style-type: none"> - Objective: children can recognize and name parts of the body. - Teacher lets children work in pairs. One child says a word out loud and another child points to that child's body parts, repeating the words.
5. Summary	3	<ul style="list-style-type: none"> - Computer - Class Book/ MyLittleFun application 	Class	<ul style="list-style-type: none"> - Review learned vocabulary - Sing and say goodbye 	<ul style="list-style-type: none"> - The teacher plays the song Goodbye and lets the children sing along.
6. Extension activities			Individual/ Class		<ul style="list-style-type: none"> - The teacher puts the cards from head, hands, arms, legs on the board. - The teacher divides the class into two teams. The teacher lets one child from each team stand at the back of the class. - The teacher says Head and has two children quickly run to the board and choose a card corresponding to the word, then read the word out loud. The child who chooses the

Parts	Time (minute s)	Teaching aids and documents	Inter active form	Work	Teacher's activities
					correct card the fastest will win points for his or her team. The teacher lets the children play a few turns.

Audio scripts(track 27):

Lesson 2. Let's say.

Head. One head.

Hands. Two hands.

Arms. Two arms.

Legs. Two legs.

MY LITTLE FUN – BOOK 2
LESSON 5: MY BODY - ACTIVITY 3: LET'S CHANT

1. Objective:

After the lesson:

- Children can Repeat the simple structure I've got...
- Read the rhyme

2. Target language:

- Review words: head, hands, arms, legs; This is my (body)
- New language: I've got (one head).

3. Extension languages:

- Voice commands & classroom language: Let's listen; Let's chant along; This is my body; Let's chant along.

4. Teaching tools and materials:

- Class Book page 40

- Audio Unit5
- Magnetic card onlybody parts (nose, eyes, ears, mouth)
- Puppet soldiers
- Computer with internet connection and MyLittleFun school application

Procedure:

Parts	Time (minutes)	Teaching aids and documents	Inter active form	Work	Teacher's activities
1. Start up & Review	2	Computer connected to the internet	Class	Greeting	- Objective: children are ready for the lesson, reviewing words that refer to human body parts.
	3	- Class books - Audio - MLF application	Class	Listen and move	- The teacher asked the whole class to stand up, play the song Hello and let the children sing along. - The teacher says Point to your head, using his index finger to point to his head. The teacher asks the whole class to imitate and say the word head out loud. The teacher does the same process with other words (hands, arms, legs).
2. Form knowledge	6	- Projection screen, computer - MyLittleFun application - Magnetic cards show the names of body parts	Class	Listen and observe how to follow the teacher's instructions	- Objective: children can understand the structure "I've got (one head)". - The teacher points to his body and says This is my body. The teacher asked the whole class to repeat twice. - The teacher points to his head and says One head. I've got one head. The teacher asked the whole class to repeat twice. - The teacher raises his two hands and says Two hands. I've got two hands. The teacher asked the whole class to repeat twice. Repeat the same with the arms.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> - Teacher points to two legs and says Two legs. I've got two legs. The teacher asks the whole class to read it twice.
3. Practice	7	<ul style="list-style-type: none"> - Class books - MyLittleFun application 	Class	Read the rhyme, repeating the words naming the parts of the body	<ul style="list-style-type: none"> - Objective: children learn how to read the rhyme and repeat each sentence in the rhyme. - The teacher says Let's listen. The teacher lets the children listen to the whole rhyme twice. - Teacher says Let's chant along. Teacher turns the audio back on. Stop after each line in the rhyme. The teacher lets the children listen and repeat each sentence in the rhyme two or three times, reading while pointing to the child's body parts.
4. Application	4	<ul style="list-style-type: none"> - Class books - MLF application 	Class	Children practice reading according to the rhyme	<ul style="list-style-type: none"> - Goal: children can read along with the rhyme. - The teacher creates a reading rhythm and has the children clap their hands to the rhythm, clapping their hands while reading the rhyme twice. - The teacher turns on the audio and encourages children to read along.
5. Summary	3	<ul style="list-style-type: none"> - Computer - Class Book/ MyLittleFun application 	Class	<ul style="list-style-type: none"> - Review learned vocabulary - Sing and say goodbye 	<ul style="list-style-type: none"> - The teacher plays the song Goodbye, waves goodbye and encourages children to sing along and wave goodbye.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
6. Extension activities			Individual/ Class		- The teacher divides the class into two teams. One team reads and the other team does the action (pointing to the head, raising both arms, touching both legs and raising both hands). Then the two teams switch roles and do it again a second time.

Audio scripts(track 28):

Lesson 3. Let's chant.

This is my body.

My body, my body, my body.

(Clap, clap, clap)

I've got one head.

One head, one head, one head.

(Clap, clap, clap)

I've got two hands.

Two hands, two hands, two hands.

(Clap, clap, clap)

I've got two legs.

Two legs, two legs, two legs.

MY LITTLE FUN – BOOK 2
LESSON 5: MY BODY - ACTIVITY 4: MATCH!

1. Objective:

After the lesson:

- Children can listen to vRecognize parts of the body
- Connect the same parts

2. Target content:

- Review words: *head, hands, arms, legs; I've got (one head).*

3. Extension languages:

- Voice commands & classroom language: Listen. Find and match;

4. Teaching tools and materials:

- Class Book page 41
- Audio Unit 5
- Card from Name body parts (head, hands, arms, legs)
- Unit situation painting 5
- Computer with internet connection and MyLittleFun school application
- Pencil

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	Greeting	- Objective: pShe is ready for the lesson, reviewing the words for body parts.

Parts	Time (minutes)	Teaching aids and documents	Inter active form	Work	Teacher's activities
	3	<ul style="list-style-type: none"> - Class books - Audio - MLF application 	Class	Listen and move	<ul style="list-style-type: none"> - The teacher lets the children sing the song Hello. - The teacher puts 4 word cards indicating body parts (head, hands, arms, legs) on the table. One child comes forward, chooses a word card and shows it to the class. The teacher tells the whole class to say this word. Repeat this step with other word cards.
2. Form knowledge	6	<ul style="list-style-type: none"> - Projection screen, computer - MyLittleFun application - Magnetic cards show the names of body parts 	Class	Listen and observe how to follow the teacher's instructions	<ul style="list-style-type: none"> - Objective: children can recognize body parts. - The teacher attaches a picture of the situation to one side of the board. Teacher points to Linda and asks Who is this? and have the children answer Linda. - Attach magnetic cards indicating body parts (head, hands, arms, legs) on the other side of the board. The teacher points to the head-shaped flashcard and asks What is this? and have children answer head. - The teacher said I've got one head. The teacher asked the whole class to repeat twice. The teacher moves the head picture card closer to Linda's head in the situation picture. The teacher uses his index finger to draw a line connecting the head-shaped word card with Linda's head in the situation picture. - Repeat the same step with other parts of Linda's body (hands, arms, legs).
3. Practice	7	<ul style="list-style-type: none"> - Class Book - MyLittleFun application 	Class	Listen, observe and do activities to match	<ul style="list-style-type: none"> - Objective: children can listen and practice recognizing and connecting similar body parts. - The teacher gives the children a book and opens page 41.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
				the body parts	<ul style="list-style-type: none"> - The teacher points to each part of the body in the circle on the left side of the picture and has the children read the words aloud (head, hands, arms, legs). - The teacher talks with children about the exercise of matching similar body parts in the picture. - The teacher points to the characters in the book and asks Who is this? The teacher asks the children to answer Nam, brother, dad. - The teacher pointed to the picture of Nam's brother's head and asked What is this? and have children answer head. - The teacher said I've got one head. The teacher uses his index finger to connect the head on the left with the head of the male brother. The teacher lets the children imitate the actions. - Teacher says Listen. Find and match. The teacher lets the children listen and match the same body parts of Nam's brother, using pencils or crayons
4. Application	4	<ul style="list-style-type: none"> - Class books - MLF application 	Class	Observe and identify body parts	<ul style="list-style-type: none"> - Objective: children can recognize and connect similar parts of the body. - The teacher lets the children share their matching exercises with their classmates. - Teacher shows children page 41 (see in book or on screen). The teacher says head and suggests the children say I've got one head. Then the teacher lets the children use their index finger to draw a line in the air to connect the same body parts on the board/screen.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
5. Summary	3	<ul style="list-style-type: none"> - Computer - Class Book/ MyLittleFun application 	Class	<ul style="list-style-type: none"> - Review learned vocabulary - Sing and say goodbye 	<ul style="list-style-type: none"> - The teacher shows the children the picture of Nam on page 41, points to different parts and has the children read the words aloud. - The teacher plays the song Goodbye and encourages children to sing along and wave goodbye.
Expanded activities			Individual/ Class		<p>Game: WHO IS FASTER?</p> <ul style="list-style-type: none"> - The teacher divides the class into two large groups and stands in two rows. The teacher attaches a picture of the situation to the board and places word cards indicating body parts (head, hands, arms, legs) on the table. - The teacher reads the word head aloud and a child at the front of the line will run up and choose a suitable word card and place it next to the character's word card. Each correct answer will be awarded 1 star. The group with more stars will be the winner.

Audio scripts(track 29):

Lesson 4. Match.

I've got one head.

I've got two hands.

I've got two arms.

I've got two legs.

MY LITTLE FUN – BOOK 2
LESSON 5: MY BODY - ACTIVITY 5: COUNT AND COLOUR

1. Objective:

After the lesson:

- Children can count to 4
- Color the pictures follow the instruction
- Name the toys and colors

2. Target content:

- Review words: *one, two, three, car, book, ball*
- New word: number 4

3. Extension languages:

- Voice commands & classroom language: Let's count; Let's color;

4. Teaching tools and materials:

- Class Book page 42
- Card from toys (car, book, ball), number 4
- Crayon
- Computer with internet connection and MyLittleFun school application

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	Greeting	<ul style="list-style-type: none"> - Objective: for children to start a new lesson and review vocabulary words name of toy (car, book, ball). - The teacher turns on the audio and lets the children sing the song Hello.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
	3	<ul style="list-style-type: none"> - Class books - Audio - MLF application 	Class	Listen and move	<ul style="list-style-type: none"> - The teacher holds a toy word card (car, book, ball), points to the word card and says the word. The teacher asked the whole class to repeat in unison. - The teacher repeats the above step with other word cards. - The teacher picks up all the flashcards and lets the whole class look at them quickly, reading them out loud while looking at them.
2. Form knowledge	6	<ul style="list-style-type: none"> - Projection screen, computer - MyLittleFun application - Magnetic cards show the names of the toys 	Class	Listen and observe how to follow the teacher's instructions	<ul style="list-style-type: none"> - Objective: children can recognize the number 4. - The teacher holds a toy car/projects on the toy car screen and says It's a car. The teacher asks the children to repeat It's a car. twice. - The teacher says Let's count, then counts one. The teacher asks the children to repeat the word one twice. The teacher puts the toy car on the table. - The teacher repeats the above process with numbers two and three. - The teacher gives another toy car and counts four. The teacher asks the children to repeat the word four twice. - The teacher projects the number 4 on the screen or writes it on the board. The teacher says four and has the children repeat it twice while holding up 4 fingers. - The teacher shows four toy cars on the screen (two black and white cars). - The teacher says Let's color. The teacher models using crayons and colors the black and white car or uses the toolbar on the MLF

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					software to color. The teacher lets the children imitate the above action.
3. Practice	7	<ul style="list-style-type: none"> - Class Book - MyLittleFun application 	Class	Count and color the toy shapes	<ul style="list-style-type: none"> - Goal: children can count and color the toys. - The teacher shows the children the book page 42. - The teacher points to the picture of the car in the book and asks What is it? The teacher asks the children to answer It's (a car). - The teacher points to the picture of 4 cars in the first box and counts from 1 to 4. The teacher tells the whole class to repeat this step. - The teacher asks the children to count the number of books and balls. - The teacher lets the children work in pairs and count the number of toys in their books. - Then the teacher let the children color the black and white toys. The teacher walks around the classroom and assists children if needed.
4. Application	4	<ul style="list-style-type: none"> - Class books - MLF application 	Class	Children present and count the number of toys in the picture	<ul style="list-style-type: none"> - Objective: children can present colored and counted toy pictures - The teacher lets the children share colored pictures of toys. Children point to the toy pictures in the book and count them. - The teacher lets the children sit in two teams in front of the screen. - The teacher shows pictures of toys 1, 2, 3, 4 or school supplies (bag, book, chair, crayon, boat, train) in no order. The child who reads aloud 1, 2, 3, or 4 the fastest will win 1 star for their team. The teacher can give an example first.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
5. Summary	3	<ul style="list-style-type: none"> - Computer - Class Book/ MyLittleFun application 	Class	<ul style="list-style-type: none"> - Review learned vocabulary - Sing and say goodbye 	<ul style="list-style-type: none"> - The teacher plays the song Goodbye and encourages children to sing along and wave goodbye.
Expanded activities			Individual/ Class		<ul style="list-style-type: none"> - The teacher plays a song and lets the children walk around in a circle - Teacher says Stop. Number 1. Teacher tells the children to stop and raise one finger. - The teacher continues to play music until the child can say the numbers 1, 2, 3, 4 out loud (no need in order).

MY LITTLE FUN – BOOK 2
LESSON 5: MY BODY - ACTIVITY 6: VALUES

1. Objective:

After the lesson:

-Children can understand and practice how to keep their bodies clean.

2. Target content:

- Review words: Nam, Linda, hands, arms

3. Extension languages:

- Voice commands & classroom language: What is this?; Who is this?; Nam is dirty; Nam is clean; Is it good? It's good to keep your body clean.

4. Teaching tools and materials:

- Class Book page43

- Audio Unit5

-Crayon

- Computer with internet connection and MyLittleFun school application

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up & Review	2	Computer connected to the internet	Class	Greeting	- Target :Get ready for the lesson, review the body parts
	3	Classbook Audio MLF application	Class	Listen and move	- The teacher plays the chant again. Have children read along with the chant and point to each part of the body (head, hands, arms, legs).

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
2. Form knowledge	6	<ul style="list-style-type: none"> - Projection screen, computer - MyLittleFun application - Magnetic cards show the names of body parts 	Class	Listen and observe how to follow the teacher's instructions	<ul style="list-style-type: none"> - Goal: children can understand how to keep their body clean. - The teacher shows the first picture (in the book/on the screen) and asks Who is this? Teacher lets children speak Nam. Then the teacher points to the ball in the child's hand and asks What is this? Children answer It's a ball. - The teacher draws a sad face on the board. The teacher said Nam is stupid. It is not good. - The teacher points to the third picture, points to Nam and says Nam is clean. Teacher asks children Is it good? and encourage children to answer Yes. - The teacher draws a happy face on the board and erases the sad face. Then the teacher said: It's good to keep your body clean.
3. Practice	7	<ul style="list-style-type: none"> - Class Book - MyLittleFun application 	Class	Observe and choose the appropriate icon	<ul style="list-style-type: none"> - Objective: children can practice recognizing what actions they should and should not do by coloring the icons in children's books. - The teacher lets the children open the book to page 43. - The teacher points to the first picture and asks Is it good? Use facial expressions to describe your feelings. Encourage your child to say No by showing emotions on their face at the same time. - The teacher colors the sad face under the first picture and has the children imitate it. - The teacher lets the children work in pairs and do the exercise to color the sad and happy faces in the remaining 3 pictures.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
4. Application	4	- Class books - MLF application	Class	Children choose the smiley face icon to recognize good behavior	<ul style="list-style-type: none"> - Goal: children can recognize different situations and learn values. - Teacher lets children work in pairs. One child points to the picture and the other child makes a happy/sad face. - The teacher points to the pictures on page 43 out of order and asks Is it good? The teacher asks the children to read Yes or No aloud, using different facial expressions. Teachers can use other pictures in different situations so that children can apply them.
5. Summary	3	- Computer - Class Book/ MyLittleFun application	Class	<ul style="list-style-type: none"> - Review learned vocabulary - Sing and say goodbye 	<ul style="list-style-type: none"> - The teacher plays the song Goodbye and encourages children to sing along and wave goodbye.
Expanded activities			Individual/ Class		<ul style="list-style-type: none"> - GV gHave each child stand up in front of the class, choose a picture from page 43 and show it to the whole class. The teacher encourages the whole class to express facial expressions corresponding to the statement Good or Not good. Keep your body clean! - Repeat this step with as many children as possible.



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MY LITTLE FUN – BOOK 2

LESSON 6 - MY CLOTHES - ACTIVITY 1: LET'S LISTEN

1. Objective:

After the lesson:

- Children can recognize some simple outfits
- Repeat Names of some types of clothing

2. Target language:

- Review words: *color words, hat, shirt, shoes*
- Vocabulary : *skirt, trousers, shorts, socks*

3. Extension languages:

- Voice commands & classroom language: Look and listen; Listen again; Let's learn more about clothes today.
- Class Book page 44
- Audio Unit 6
- Card from only types of clothing (skirt, trousers, shorts, socks, hat, shirt, dress), color tags
- Unit situation painting 6
- Computer with internet connection and My Little Fun school 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	Greeting	- Objective: children are ready for the lesson and review the words for clothes they learned in My Little Fun Book 1.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
& Review	3	<ul style="list-style-type: none"> - Class books - Audio - MLF application 	Class	Listen and move	<ul style="list-style-type: none"> - The teacher lets the children sing Hello or their favorite song - The teacher holds word cards indicating the names of different types of clothing (hat, shirt, dress) and reviews these words for the children. - Game: Catch me if you can. The teacher holds the word cards for costumes and colors if the teacher wants to create difficulty and variety for the children, then has the children read these words aloud. The teacher moves the flashcards at an increasingly faster pace so that children can get used to the pace.
2. Form knowledge	6	<ul style="list-style-type: none"> - Projection screen, computer - MyLittleFun application - Magnetic cards indicating types of costumes 	Class	Listen and observe how to follow the teacher's instructions	<ul style="list-style-type: none"> - Objective: introduce children to words for clothing (skirt, trousers, shorts, socks). - Teacher shows children pictures of situations. The teacher points to the images of hats and dresses in the picture and suggests these words to children. - The teacher lets the children listen first (uses actions to suggest that the children listen, asking them not to speak). - The teacher holds the outfit word cards in order and says these words slowly and clearly (skirt, trousers, shorts, socks). Repeat these words. - The teacher says Look and listen. Teacher turns on the audio. Stop after each word and point to the corresponding word card. - Teacher says Listen again. Teacher turns on the audio. Pause after each word. Children repeat in unison with the whole class and then read it again themselves.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
3. Practice	7	<ul style="list-style-type: none"> - Class Book - MyLittleFun application 	Class	Practice repeating words for clothes	<ul style="list-style-type: none"> - Objective: children practice recognizing types of costumes and repeating these words. - The teacher attracts the children's attention by showing them pictures of situations or showing them the book on page 44. The teacher talks about the characters (Who is this? - Hoa, Linda, Nam, teacher.) The teacher suggests to the children that The teacher and students are happy (speaking in Vietnamese or with the help of a teaching assistant). - The teacher pointed to Linda's dress and said Skirt. The teacher pointed to Linda's socks and said Socks. The teacher pointed to the teacher's pants in the picture and said Trousers. The teacher pointed to Nam's pants and said Shorts. The teacher points to the costumes and has the children repeat them again. - The teacher shows the children the book on page 44. The teacher says Listen. Point. Teacher turns on the audio. The teacher stops after each word. Children point to the correct costumes. - Teacher says Listen. Repeat. The teacher turns on the audio again. The teacher lets the children listen, repeat the words and point to the corresponding costumes.
4. Application	4	<ul style="list-style-type: none"> - Class books - MLF application 	Class	Children apply and practice naming	<ul style="list-style-type: none"> - Objective: children can recognize costumes and repeat words for costumes. - Teacher shows children pictures of situations. The teacher points to Hoa's pants and socks and

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
				costumes	<p>reads the words indicating these outfits. The teacher lets the children repeat after them.</p> <ul style="list-style-type: none"> - The teacher says a word for the outfit. The teacher asks the children to repeat and point to the correct outfit in the picture in the book. - The teacher calls two children to the board. Teacher says 1 word. The teacher lets the children point to the corresponding costumes in the situation picture and repeat the words.
5. Summary	3	<ul style="list-style-type: none"> - Computer - Class Book/ MyLittleFun application 	Class	<ul style="list-style-type: none"> - Review learned vocabulary - Sing and say goodbye 	<ul style="list-style-type: none"> - The teacher lets the children stand up. The teacher points to the child's clothes and says one word. Children will nod or shake their heads (or use hand gestures) to signal if the teacher says the correct word. - The teacher plays the song Goodbye and encourages children to sing along and wave goodbye
6. Extension activities			Individual/ Class		<ul style="list-style-type: none"> - The teacher shows some costumes and has the children point to the pictures in the book. The teacher lets the children count these costumes.

Audio scripts(track 30):

Lesson 1. Let's listen.

Skirt.

Trousers.

Shorts.

Socks

MY LITTLE FUN – BOOK 2
LESSON 6: MY CLOTHES - ACTIVITY 2: LET'S SAY

1. Objective:

After the lesson:

-Children canName some words for clothes

2. Target language:

- Review words:shirt, hat

- New words: skirt, trousers, shorts, socks

3. Extension languages:

- Voice commands & classroom language: Point to a skirt.; Listen and point.; Find and say. Skirt!; Listen. Point and say.; This is a skirt.

4. Teaching tools and materials:

- Class Book page45

- Audio Unit6

- Magnetic card onlyNames of clothing (skirt, trousers, shorts, socks, shirt, hat)

- Computer with internet connection and MyLittleFun school application

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	Greeting	- Objective: children are ready for the lesson and assess whether they can hear and recognize the names of the costumes.
	3	- Class books - Audio	Class	Listen and move	- The teacher lets the children sing Hello or their favorite song. - The teacher holds the word cards (skirt, trousers, shorts, socks, shirt) and reads these

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		- MLF application			<p>words aloud one after another. Children repeat after the teacher.</p> <ul style="list-style-type: none"> - The teacher shows the children the word card skirt and says skirt. Children nod or use hand gestures to show agreement. The teacher does the same with other word cards, giving both correct and incorrect answers. The teacher repeats one to two rounds more and more quickly, if the child is still interested.
2. Form knowledge	6	<ul style="list-style-type: none"> - Projection screen, computer - MyLittleFun application - Magnetic cards show the names of the costumes 	Class	Listen and observe how to follow the teacher's instructions	<ul style="list-style-type: none"> - Objective: children can recognize and repeat words for clothes. - The teacher shows the children the picture on page 45. The teacher talks about the characters in the picture (Hoa). The teacher suggests that the child say Hoa is in her bedroom (say in Vietnamese or with the help of a teaching assistant). - The teacher pointed to the dress Hoa was holding and said Skirt. The teacher lets the children only compete with themselves. Do the same with the words trousers, socks, shorts. The teacher encourages children to name the objects in the picture (shirt, hat). - The teacher lets the children open the book to page 45. The teacher says Look. Point to a skirt. The teacher points to the picture according to the instructions.
3. Practice	7	<ul style="list-style-type: none"> - Class Book - MyLittleFun application 	Class	Practice reading the names of toys	<ul style="list-style-type: none"> - Objective: children can recognize and say the names of costumes. - The teacher says Listen and point. Teacher turns on the audio. Children point to the correct costumes.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> - Teacher says Listen. Point and say. The teacher turns on the audio and stops after each word. Children point to the costumes and say the words. - The teacher says Find and say. Skirt! Children point to the dress in the picture and say the word out loud. Do the same with other outfits.
4. Application	4	<ul style="list-style-type: none"> - Class books - MLF application - Magnetic cards show the names of the costumes 	Class	Children practice saying the words to name the costumes	<ul style="list-style-type: none"> - Objective: Teacher helps children recognize and name the clothes they see or are wearing - Game: Spot the cards. The teacher calls two children to the board. Have children turn their backs to each other. The teacher gives each student a word card and counts One, two. Children run away, turn around and call out the name of the outfit on your flashcard as quickly as possible. The teacher gives one star to the child. - Teacher points to his pants and says My trousers. Teacher lets all children stand up. The teacher says a word for the outfit. The teacher tells the child wearing the outfit that he just named, takes a step forward, points to his own clothes and says My (skirt).
5. Summary	3	<ul style="list-style-type: none"> - Computer - Class Book/ MyLittleFun application 	Class	<ul style="list-style-type: none"> - Review learned vocabulary - Sing and say goodbye 	<ul style="list-style-type: none"> - The teacher plays the song Goodbye and lets the children sing along.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
6. Extension activities			Individual/Class		- Game: TPR. The teacher does the dressing act and lets the children guess what outfit the teacher is wearing. Then let the children read these words aloud and let them imitate the act of wearing this outfit.

Audio scripts(track 31):

Lesson 2. Let's say.

Skirt. My skirt.

Socks. My socks.

Shorts. My shorts.

Trousers. My trousers.

MY LITTLE FUN – BOOK 2
LESSON 6: MY CLOTHES - ACTIVITY 3: LET'S SING

1. Objective:

After the lesson:

- Children can Repeat simple sentences about clothes
- Sing the song in the lesson

2. Target language:

- Review words: *skirt, trousers, shorts, socks, shirt, shoes; This is...*
- New language: *These are (trousers).*

3. Extension languages:

- Voice commands & classroom language: Listen.; Let's sing a long time.; What is this? What are these?

4. Teaching tools and materials:

- Class Book page forty six
- Audio Unit 6
- Magnetic card on names of clothing (skirt, trousers, shorts, socks, shirt, shoes)
- Computer with internet connection and MyLittleFun school application

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	Greeting	- Goal: children are ready for the lesson, review words for clothes
	3	- Class books - Audio	Class	Listen and move	- The teacher lets the children sing Hello or their favorite song.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		- MLF application			<ul style="list-style-type: none"> - The teacher attaches word cards indicating the names of clothes (skirt, trousers, shorts, socks, shirt, shoes) on the board. The teacher points to the first word card and says skirt. The teacher points to other word cards and lets the children read the names of the costumes in unison. - Game: Kim's game. The teacher lets the children review all the word cards one more time. Move the flashcards quickly and have your child read the flashcards aloud. Repeat one or two more rounds with a different rhythm (faster or slower).
2. Form knowledge	6	<ul style="list-style-type: none"> - Projection screen, computer - MyLittleFun application - Magnetic cards show the names of the costumes 	Class	Listen and observe how to follow the teacher's instructions	<ul style="list-style-type: none"> - Objective: children can understand the structure This is (a skirt). These are (trousers). - The teacher shows the children the picture on page 46. The teacher introduces the children to the characters (Linda and Linda's younger brother) and the costumes in the circle. The teacher lets the children use their index finger to connect the costumes with the characters. - The teacher points to the dress in the big circle and asks What is this? The teacher pretends to think and answers This is a skirt. The teacher asks the question again. Children repeat the answer This is a skirt. Repeat the same step with the words shirt, hat. - The teacher repeats the above process with the costumes in a small circle. The teacher also points to the socks of the main characters and has the children answer These are socks. The teacher pretends to wear a skirt, pants, and socks. Teachers and children can create their own "codes" for these costumes. The teacher

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					models gestures and says This is..../These are.... The teacher lets the children repeat until they remember these gestures. Then the teacher acts like putting on clothes and socks and asks What is this?/What are these? and let the children answer.
3. Practice	7	<ul style="list-style-type: none"> - Class books - MyLittleFun application 	Class	Read the rhyme, repeating the words indicating the names of the costumes	<ul style="list-style-type: none"> - Objective: children learn how to sing and repeat each line in the song. - The teacher shows the children the book page 46. - Teacher says Listen. Then turn on the audio. The teacher lets the children listen to the whole song. - The teacher says Let's sing along and turns on the audio. Children listen and sing along to each line of the song while pointing to the corresponding costumes in the book (page 46).
4. Application	4	<ul style="list-style-type: none"> - Class books - MLF application 	Class	Children practice singing along to the song	<ul style="list-style-type: none"> - Goal: children can sing along to the song. - Teacher lets children stand up and sing along with the audio. The teacher lets the children do the costume act while singing. - Teachers let children sing in groups or sing alone
5. Summary	3	<ul style="list-style-type: none"> - Computer - Class Book/ MyLittleFun application 	Class	<ul style="list-style-type: none"> - Review learned vocabulary - Sing and say 	<ul style="list-style-type: none"> - The teacher plays the song Goodbye and encourages children to sing along and wave goodbye.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
				goodbye	
6. Extension activities			Individual/Class		- Play with real objects: The teacher holds a pair of socks and says These are socks. Children repeat and yell at the teacher. The teacher points to some other costumes and says This is..., These are... and has the children repeat. Children look at their clothes and name these outfits.

Audio scripts(track 32):

Lesson 3. Let's sing.

Look!

I've got a skirt and a shirt.

And a hat!

This is a skirt. Ah skirt!

This is a skirt. Ah skirt!

And this is a hat. Ah hat!

Look!

I've got socks, and shorts, and trousers!

These are socks. Socks!

These are shorts. Shorts!

These are trousers. Trousers!

Socks, shorts, trousers.

My clothes!

MY LITTLE FUN – BOOK 2
LESSON 6: MY CLOTHES - ACTIVITY 4: MATCH!

1. Objective:

After the lesson:

- Children can listen to vLet's recognize the costumes
- Connect the same outfit

2. Target content:

- Review words: *skirt, trousers, shorts, socks; I've got....*

3. Extension languages:

- Voice commands & classroom language: Listen. Find and match;

4. Teaching tools and materials:

- Class Book page 47
- Audio Unit 6
- Card from Name the clothes (skirt, trousers, shorts, socks)
- Unit situation painting 6
- Computer with internet connection and MyLittleFun school application
- 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	Greeting	- Objective: pShe is ready to go to the lesson and review the words for clothes.
	3	- Class books - Audio	Class	Listen and move	- Teacher lets children sing Clothes (lesson 3) or their favorite song. - Teacher shows children pictures of situations.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		- MLF application			<ul style="list-style-type: none"> - The teacher holds the word card indicating the skirt and says This is a skirt. The teacher moves the flasheard closer to the dress in the situation picture and says This is a skirt. Children repeat after the teacher. Teacher does the same with other costumes.
2. Form knowledge	6	<ul style="list-style-type: none"> - Projection screen, computer - MyLittleFun application - Word cards show the names of the costumes 	Class	Listen and observe how to follow the teacher's instructions	<ul style="list-style-type: none"> - Objective: children can recognize outfits of the same type. - The teacher puts the word cards for costumes on the board and reviews these words with the children. The teacher holds a card from skirt and says slowly I've got a skirt. The teacher asked the whole class to repeat in unison. - The teacher calls a child to the board. The teacher says the name of a costume. Children will choose a corresponding word card and say I've got.... - The teacher points to his or her clothes and says I've got... The teacher calls the children wearing skirts/shorts/pants to the board and suggests the children say I've got...
3. Practice	7	<ul style="list-style-type: none"> - Class Book - MyLittleFun application 	Class	Listen, observe and do the costume matching activity	<ul style="list-style-type: none"> - Objective: children can practice listening and identifying outfits of the same type and then matching them together. - The teacher lets the children open the book to page 47. The teacher lets the children look at the character Nam and suggests that he is holding a pair of pants. - The teacher points to Nam's silhouette and says trousers. The teacher points at Nam again and imitates Nam's voice. I've got

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>trousers. The teacher models, using her index finger to connect the two outfits. The teacher lets the children imitate.</p> <ul style="list-style-type: none"> - Teacher does the same with other costumes. - Teacher says Listen. Find and match. The teacher lets the children listen and match the corresponding costumes (using crayons).
4. Application	4	<ul style="list-style-type: none"> - Class books - MLF application 	Class	Observe and identify the costumes	<ul style="list-style-type: none"> - Objective: children can identify and match similar clothes. - The teacher places the word cards indicating clothes (skirt, trousers, shorts, socks, and if possible the word cards from Book 1: hat, dress, shirt, shoes) on the table. - One child will go up and choose a flashcard. If this word card matches the clothes the child is wearing, the child will say I've got...If it does not match, the child can choose another word card.
5. Summary	3	<ul style="list-style-type: none"> - Computer - Class Book/ MyLittleFun application 	Class	<ul style="list-style-type: none"> - Review learned vocabulary - Sing and say goodbye 	<ul style="list-style-type: none"> - The teacher plays the song Goodbye and encourages children to sing along and wave goodbye.
Expanded activities			Individual/ Class		<ul style="list-style-type: none"> - Game: TPR. The teacher pretends to get dressed and says I've got (a skirt). Then say a word for the child to imitate the movements and say.

Audio scripts(track 33):

Lesson 4. Match!

I've got trousers.

I've got shorts.

I've got socks.

I've got a skirt.

MY LITTLE FUN – BOOK 2

LESSON 6: MY CLOTHES - ACTIVITY 5: COUNT AND COLOUR

1. Objective:

After the lesson:

- Children can count to 4
- Color the pictures follow the instruction
- Name the costumes the child sees.

2. Target content:

- Review words: *skirt, shorts, socks, color words; This is (a skirt); These are (shorts).*

3. Extension languages:

- Voice commands & classroom language: Let's count; Let's color; What do you want?

4. Teaching tools and materials:

- Class Book page 48
- Audio Unit 6
- Card from outfits (skirt, shorts, socks), color cards
- Crayon
- Computer with internet connection and MyLittleFun school application

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	Greeting	- Objective: She is ready for the lesson and reviews the words for clothes she has learned.
	3	- Class books - Audio - MLF application	Class	Listen and move	- The teacher lets the children sing Hello or their favorite song. - The teacher reviews the word cards showing the names of costumes. Then the teacher says a word and has the children point to their outfit if they are wearing that outfit.
2. Form knowledge	6	- Projection screen, computer - MyLittleFun application - Magnetic cards indicating names of costumes, number cards	Class	Listen and observe how to follow the teacher's instructions	- Objective: children can recognize the number 4. - The teacher draws a dress on the board. Teacher counts One. The teacher draws one more and counts One. Two. The teacher draws two more dresses and counts One. Two. Three. Four. Teacher lets children count with him. - The teacher points to the dresses and has the children count them again. Change the speed just so your child can count faster. - The teacher writes the number 4 next to the pictures of the dresses. The teacher points to the number 4 and has the children say four. - The teacher lets the children open the book to page 48. The teacher points to the costumes and lets the children count them. The teacher points to the numbers and has the children read the numbers aloud. Children use their fingers to match the numbers with the outfits.
3. Practice	7	- Class Book - MyLittleFun application	Class	Count and color the	- Objective: children can count and color the costumes. - The teacher points to the number 2 and has the children say Two. The teacher points to the

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
				costumes	<p>dresses and asks the children to count one, two. The teacher does the same with numbers 3 and 4 in the book.</p> <ul style="list-style-type: none"> - The teacher points again to number 2 and asks Is it red? Children say No! (and gestures with a thumb pointing down). The teacher suggests to the children that it is pink. The teacher points to the dresses and suggests that the children say that the dresses are pink. Do the same with numbers 3 and 4. - The teacher pointed to the shorts. The teacher holds up a crayon (orange). Suggest to your child that he or she should use an orange crayon. The teacher pretends to color the shorts and says Let's color. - The teacher lets the children color the shorts orange. The teacher waits until the child finishes coloring before moving on to the next step. - The teacher holds some crayons and has the children read these colors aloud. Then the teacher picks up one of the crayons and says I want (blue) and colors the socks blue. If the child gets better, two or three colors can be chosen. - Teacher asks children What do you want? Children pick up some of their favorite crayons and start counting pairs of socks. Quick hint for coloring number 4.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
4. Application	4	- Class books - MLF application	Class	Children present and count the number of costumes in the picture	<ul style="list-style-type: none">- Goal: children can share their coloring pictures with you and describe them.- The teacher lets the children present their coloring work to their friends. Children point to their picture and say This is (a skirt). It's (pink). They are shorts. They are orange.
5. Summary	3	- Computer - Class Book/ MyLittleFun application	Class	<ul style="list-style-type: none">- Review learned vocabulary- Sing and say goodbye	<ul style="list-style-type: none">- The teacher plays the song Goodbye and encourages children to sing along and wave goodbye.
Expanded activities			Individual/ Class		<ul style="list-style-type: none">- The teacher lets the children draw and color the costumes and share them with their friends.

MY LITTLE FUN – BOOK 2
LESSON 6: MY CLOTHES - ACTIVITY 6: VALUES

1. Objective:

After the lesson:

-Children can recognize good habits to care for their clothes

2. Target content:

- Review words: skirt, trousers, shorts, socks, dress, shirt; This is (a skirt); These are (socks)

3. Extension languages:

- Voice commands & Classroom language: Is it good?

4. Teaching tools and materials:

- Class Book page49

- Audio Unit6

-Magnetic cards refer to costumes or real outfits

- Puppet soldiers

- Computer with internet connection and MyLittleFun school application

- Sticky handball

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	Greeting	- Objective: pShe is ready for the lesson and reviews the names of the characters and the names of the costumes.
	3	- Class books - Audio	Class	Listen and move	- Teacher lets children sing Clothes (lesson 3) or their favorite song.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		- MLF application			<ul style="list-style-type: none"> - The teacher takes turns showing the children the character word cards and asking the children Who's this? Children read the names of the characters (Male, Hoa) and repeat them. The teacher suggests that children say Hello to each character. - Game: Sticky ball - The teacher attaches flashcards indicating costumes to the middle of the board. Review these words with your child two to three times. - The teacher calls two children to the board and says a word for the outfit. Children will throw the sticky ball onto the word card with the corresponding name.
2. Form knowledge	6	<ul style="list-style-type: none"> - Projection screen, computer - MyLittleFun application - Magnetic cards indicating types of costumes 	Class	<p>Listen and observe how to follow the teacher's instructions</p>	<ul style="list-style-type: none"> - Goal: children can understand the meaning of the picture and think about helping their family. - The teacher shows the children the book on page 49. The teacher points to the first picture and encourages the children to name the costumes in the picture. Suggest that children can comment on the (untidy) room in Vietnamese or with the help of a teaching assistant. Teacher asks Is it good? The teacher looked sad, gestured with his thumb pointing down and said No! Children imitate the teacher. Repeat this step one more time. - The teacher points to the second picture and encourages children to name the characters in the picture (Hoa, Dad). The teacher suggests to the children what Hoa and her father are doing, in Vietnamese or with the help of a teaching assistant. The teacher pretends to fold clothes and has the children imitate. Teacher asks Is it

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>good? The teacher showed a happy attitude, pointed his thumb up and said Yes! Repeat this step one more time.</p> <ul style="list-style-type: none"> - The teacher does the same with the remaining two pictures.
3. Practice	7	<ul style="list-style-type: none"> - Class Book - MyLittleFun application 	Class	<p>Observe and choose the appropriate icon</p>	<ul style="list-style-type: none"> - Objective: children can practice to recognize good and bad actions when helping their family. - The teacher lets the children stand up. Teacher points to the first picture and says No! The teacher models a sad look and gestures with his thumb pointing down. Children imitate both of these actions and say the same word (No!). Teacher points to the second picture and says Yes! The teacher models a smile and gestures with his thumb pointing up. Children imitate both of these actions and say the same word (Yes!). Do the same with the remaining pictures. - The teacher repeats round 2. This time, do the actions faster. Can do it again if necessary. - The teacher calls a child to the board. The teacher points to the second picture and asks Is it good? Children will say Yes and take actions corresponding to the Yes answer. The teacher calls a few more children to the board and repeats this step. - The teacher points to the pictures one by one and asks the class Is it good? Children answer while making corresponding movements (making happy/sad faces, pointing up/down fingers).

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> - The teacher points to the pictures, but in different order. Children demonstrate their understanding of good/bad actions both verbally and with body language.
4. Application	4	<ul style="list-style-type: none"> - Class books - MLF application 	Class	Children choose the smiley face icon to recognize good behavior	<ul style="list-style-type: none"> - Goal: children can recognize good/bad behaviors in helping their family. - The teacher points to the first picture and asks Is it good? Children will say No. The model teacher takes a crayon and colors a sad face. Children imitate. - The teacher points to the second picture and asks Is it good? Children will say Yes. The teacher models taking a crayon and coloring a happy face. Children imitate. - Repeat the same with the remaining two pictures. This time, the teacher suggests to the children which faces they should choose for them to color. - When children complete their work, teachers can evaluate and comment.
5. Summary	3	<ul style="list-style-type: none"> - Computer - Class Book/ MyLittleFun application 	Class	<ul style="list-style-type: none"> - Review learned vocabulary - Sing and say goodbye 	<ul style="list-style-type: none"> - The teacher lets the children review the word cards indicating costumes. Suggest that children repeat the names of the costumes. Quickly pass the flashcards and have the children name these costumes. - The teacher plays the song Goodbye and encourages children to sing along and wave goodbye.
Expanded			Individual/		<ul style="list-style-type: none"> - GV attract children's attention to the middle of the classroom. Make a mess of the classroom by throwing things or clothes around. Teacher

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
activities			Class		<p>asks Is it good? Children will say No and point their thumb down.</p> <p>- The teacher suggests that children arrange things neatly and neatly. Teacher asks Is it good? Children will say Yes, point their thumb up and look happy.</p>



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MY LITTLE FUN – BOOK 2

LESSON 7: ANIMALS - ACTIVITY 1: LET'S LISTEN

1. Objective:

After the lesson:

- Tcheap can recognize tsome types of animals
- Repeatbe namedtypesanimal

2. Target language:

- Vocabulary: *cow, duck, pig, rabbit*
- Review words: *bird, cat, dog, fish; What is it? It's...*

3. Extension languages:

- Voice commands & classroom language: *Who's this?; Listen and repeat.; What is it?*

4. Teaching tools and materials:

- Class Book page54
- Audio tracks37
- Cough word cardOr real toys(*cow, duck, pig, rabbit, cat, dog, fish*)
- Unit situation painting7
- Computer with internet connection and MyLittleFun school application

Procedure:

Parts	Time (minutes)	Teaching aids and documents	Inter active form	Work	Teacher's activities
1. Start up & Review	3	Computer connected to the internet	Class	Hello, review	<ul style="list-style-type: none"> - Objective: children are ready for the lesson, review some words they have learned about animals. - Teacher gives pshe stood up. Play Hello and let children sing along.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> - The teacher sat the children down in an arc shape. The teacher holds some cards from fish, cat, dog and asks Look. What is it? Teacher and children answer.
2. Form knowledge	5	<ul style="list-style-type: none"> - MLF application - Word cards show the names of animals 	Class	Listen, observe	<ul style="list-style-type: none"> - Objective: introduce children to new animal names (cow, duck, pig, rabbit). - The teacher shows the whole class pictures of situations or shows pictures of situations on the screen/uses flashcards. - The teacher points to the picture of a cow and says Look and listen. The teacher said Cow, Cow. - The teacher says Listen and repeat. The teacher says the word cow again. The teacher lets the children listen and repeat this word a few times. - Do the same with the remaining animals (duck, pig, rabbit).
3. Practice	6	<ul style="list-style-type: none"> - Class Book - Situational painting - MLF application 	Class	Listen, point and talk	<ul style="list-style-type: none"> - Objective: children can practice, recognize and repeat the names of animals - The teacher says Listen and repeat. Teacher turns the audio back on. Have the whole class listen and repeat each word. Children can repeat in groups, pairs or individually, rereading words while pointing to pictures in their books (page 54). - The teacher corrects children's pronunciation errors if necessary.
4. Application	4	<ul style="list-style-type: none"> - Class Book - Card from 	Class	Observe and speak	<ul style="list-style-type: none"> - Objective: children can listen, recognize animals and repeat. - The teacher lets the children sit in an arc. Place toy animals in front of the child.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> - The teacher says Listen and repeat. The teacher lets the children listen and repeat the correct word, while listening and pointing to the animal they hear.
5. Summary	3	<ul style="list-style-type: none"> - Card from - Computer - Class Book/ MLF application 	Class	<ul style="list-style-type: none"> - Review learned vocabulary - Sing and say goodbye 	<ul style="list-style-type: none"> - The teacher shows children pictures of situations, listens and repeats the names of animals they have learned. - Play Goodbye, wave goodbye and encourage children to sing along.
6. Extension activities		Card from	Class	Review learned vocabulary	<ul style="list-style-type: none"> - Teachers Put 6 word cards on the board (cat, dog, cow, duck, pig, rabbit), children observe the picture and the teacher's mouth movements. - The teacher says any word but does not make a sound, just moves his mouth. - The teacher lets the children observe their mouths and repeat the words the teacher just said - This activity can be implemented in teams/groups.

Audio scripts (Track 37)

Lesson 1. Let's listen.

Cow.

Duck.

Pig.

Rabbit.

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

1. Objective:

After the lesson:

-Children can name some animals

2. Target language:

- Review words: *cat, dog, fish, cow, duck, pig, rabbit*

3. Extension languages:

- Voice commands & classroom language: Listen. Stand up and repeat.; Listen and point; Point and say; Cow. A cow.; Let's do together.;

4. Teaching tools and materials:

- Class Book page 55

- Audio tracks 38

- Situational painting

- Card from toy animals (*cow, duck, pig, rabbit, cat, dog, fish*)

- Computer with internet connection and MyLittleFu school application

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	Greeting	<ul style="list-style-type: none"> - Objective: children are ready for the lesson, assess that children can hear and recognize the names of animals. - Teacher gives pshe stood up, Turn on the audio, sing and let the children sing Hello together with me.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
	3	Card from	Class	Listen and move	<ul style="list-style-type: none"> - The teacher lets the children sit on chairs in an arc shape. Give the child a word card (cow, duck, pig, rabbit). - Teacher says Listen. Stand up and repeat. - The teacher said duck. The child with the word card "duck" will stand up and show the class his word card, then read the word duck aloud. Repeat this step with other words.
2. Form knowledge	6	<ul style="list-style-type: none"> - Projection screen, computer - MLF application - Situational painting - Audio 	Whole class, individual	Listen, observe and speak	<ul style="list-style-type: none"> - Objective: children can recognize the names of animals and repeat them. - The teacher holds a toy cow/cow-shaped word card/projection on the cow-shaped screen. - The teacher says Listen and point. Cow. Cow. and let the children listen and point to the cow. - Teacher says Point and say. Teacher points to the cow again and says Cow. A cow. The teacher asked the whole class to point to the picture of a cow and say Cow. A cow. - Repeat this activity with the remaining animals (duck, pig, rabbit).
3. Practice	6	<ul style="list-style-type: none"> - Class Book - Audio - MLF application 	Class	Watch, listen, point and talk	<ul style="list-style-type: none"> - Objective: children can practice and recognize and say the names of animals. - The teacher projects page 55 on the screen/Shows the children the book page 55. - The teacher points to the pictures of animals in the picture, says the name of each animal and has the children repeat. - Teacher says Listen. Point and say. Turn on audio. The teacher lets the children listen to each word, point to each animal in the book

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>(page 55) and say the names of the animals with their friends.</p> <ul style="list-style-type: none"> - The teacher walks around the classroom and provides support if needed.
4. Application	4	Card from	Class	Listen, point and talk	<ul style="list-style-type: none"> - Objective: children can recognize animals and name them. - The teacher lets the children sit in an arc shape. Place the toy animals out of order (cow, duck, pig, rabbit). - The teacher has each child point to/choose an animal and read its name. - The teacher corrects children's pronunciation if necessary.
5. Summary	3	<ul style="list-style-type: none"> - Computer - Card from - Class Book/MLF application 	Class	<ul style="list-style-type: none"> - Review learned vocabulary - Sing and say goodbye 	<ul style="list-style-type: none"> - GVShow children pictures of situations and let them look at the pictures, listen and repeat the names of animals they have learned. - The teacher plays the song Goodbye and waves goodbye, the children sing and say goodbye.
6. Extension activities			Class		<ul style="list-style-type: none"> - The teacher says the name of an animal and imitates that animal's movements. For example: pretend to be a cow. - The teacher says Let's do together. The teacher says this word again and has the children imitate it. - The teacher shows one child an animal word card (cow, duck, pig, rabbit, cat, dog, fish) without letting the other children know. The

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>teacher lets the children pretend to make the animal's movements (the teacher can assist if necessary).</p> <ul style="list-style-type: none"> - The teacher lets the other children read aloud the name of the animal that their friend just performed. - Repeat this step with as many children as possible.

Audio scripts (Track 38)

Lesson 2. Let's say.

Duck. A duck.

Rabbit. A rabbit.

Pig. A pig.

Cow. A cow.

MY LITTLE FUN – BOOK 2

LESSON 7: ANIMALS - ACTIVITY 3: LET'S CHANT

1. Objective:

After the lesson:

- Trs he can tAnswer some simple questions about animals
- Read the rhyme in the lesson
- Follow some simple instructions

2. Target language:

- Structure new: *Is this a cow? - Yes, it is./No, it isn't.*
- Review words: *cat, dog, fish; What is it? It's...*

3. Extension languages:

- Voice commands & classroom language: Is this a cow? Let's listen; Listen and repeat;

4. Teaching tools and materials:

- Class Book page 56

- Audio tracks 39

- Situational painting

- Card from animal toys (cow, duck, pig, rabbit, bird, cat, dog, fish, puppet)

- Computer with internet connection and MyLittleFun school application

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	Greeting	<ul style="list-style-type: none"> - Goal: children are ready for new lessons, review the words indicating animal names they have learned. - The teacher lets the children stand up. Play Hello and let children sing along.
	3		Class	Listen and move	<ul style="list-style-type: none"> - Play Slap the board game: <ul style="list-style-type: none"> + The teacher makes 10 children stand up and line up in two rows. + Put the word cards on the board, not in order (fish, cow, duck, pig, rabbit). + The teacher says a word (an animal attached to the board) and asks the children to stand in front of each row, run up to the board and tap their hands on the word card indicating the animal they just heard. + Repeat this process 4 more times.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
2. Form knowledge	6	<ul style="list-style-type: none"> - Character cards - Card from 	Class	Observe, listen, speak	<ul style="list-style-type: none"> - Goal: children can understand the question Is this a cow? and answer, using the Yes, it is structure. and No, it isn't. - The teacher holds up a toy animal/projects it on the screen/holds up a cow-shaped magnetic card and asks What is it? Teacher and children answer. - The teacher places the toy cow on the table/projects a cow image on the table. The teacher plays role-playing games and uses puppets. A puppet asks Is this a cow? The other puppet nodded and said Yes, it is. - The teacher shows a picture of a duck on the screen/puts a toy duck on the table. The teacher plays role-playing games. A puppet will ask Is this a cow? The other puppet will shake its head and answer No, it isn't. - The teacher asks the children to repeat each question and answer twice. The teacher corrects errors if necessary.
3. Practice	7	<ul style="list-style-type: none"> - Class Book - Audio - MLF application 	Class	Listen, point	<ul style="list-style-type: none"> - Objective: children learn how to read the rhyme and repeat each sentence in the rhyme. - The teacher shows the lesson's book page (page 56) on the screen. - The teacher points to each animal on the screen and asks What is this? and follow the direction of the child's answer. - The teacher says Let's listen. The teacher plays the rhyme and lets the children listen to the whole rhyme (once or twice). The teacher encourages children to clap their hands to the rhythm.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> - The teacher says Listen and repeat. The teacher lets the children listen and repeat each sentence in the rhyme a few times. The teacher has the children point to each animal in the book or on the screen while reading each sentence in the rhyme.
4. Application	4	<ul style="list-style-type: none"> - Class Book - Audio - MLF application 	Class	Children read the chant in the lesson	<ul style="list-style-type: none"> - Goal: children can read along with the rhymes in the book. - The teacher lets the children stand up and read the rhyme in unison. Children can read in groups, in teams or in pairs. - Encourage children to hold up animal toys/animal word cards (cow, duck, pig, rabbit) when reading the nursery rhyme. - Change the rhythm to make the rhyme better (fast, slow, flexible).
5. Summary	2	<ul style="list-style-type: none"> - Computer - Class Book/ MLF application 	Class	- Sing and say goodbye	<ul style="list-style-type: none"> - Teacher shows children pictures of situations - Play the Goodbye song and encourage children to sing along, etc say goodbye
6. Extension activities			Class		<ul style="list-style-type: none"> - GV gPut 6 word cards (cat, dog, cow, duck, pig, rabbit) in a row on the board. - The teacher lets the children listen and repeat the words with the teacher rhythmically a few times. - The teacher takes away the first word card and says the name of this word card, then has the children repeat all the word cards on the board, including the word card that was taken away. - Continue to take away the word cards one by one and repeat the above process, letting the

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					child follow the same process, until there are no word cards left on the board.

Audio scripts(Track 39):

Lesson 3. Let's chant.

Look! Look! Is this a cow?

No, it isn't. It's a duck.

(Quack, quack, quack)

Look! Look! Is this a duck?

No, it isn't. It's a cow.

(Moo, moo, moo)

Look! Look! Is this a rabbit?

Yes, it is. It's a rabbit.

(Squeak, squeak, squeak)

Look! Look! Is this a pig?

Yes, it is. It's a pig.

(Oink, oink, oink)

MY LITTLE FUN – BOOK 2
LESSON 7: ANIMALS - ACTIVITY 4: MATCH!

1. Objective:

After the lesson:

- TrShe can listen and nhate to knownames of certain types of animals
- Connect theAnimals hear with parts of their bodies

2. Target language:

- Review words: *cow, duck, pig, rabbit, fish*
- Review structure: *Is this a...? Yes, it is./No, it isn't. It's...*

3. Extension languages:

- Voice commands & classroom language: What is it?; Listen and repeat.; Touch your nose.

4. Teaching tools and materials:

- Class Book page57
- Audio tracks 40
- Card fromor toy animals(*cow, duck, pig, rabbit, fish*)
- Situational painting
- Pencil
- Computer with internet connection and MyLittleFun school application

Procedure:

Parts	Time (minutes)	Teaching aids and documents	Inter active form	Work	Teacher's activities
	2	- Computer connected to the internet	Class	Hello, review	- Objective: children are ready for the lesson, review the vocabulary for animal names they have learned.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up & Review		- Card from			<ul style="list-style-type: none"> - The teacher shows the children page 56 - lesson 3 and lets them stand up. - The teacher plays the nursery rhyme Animals (lesson 3) and has the children read along. Encourage children to read and point to animal pictures on the page.
	3	<ul style="list-style-type: none"> - Computer connected to the internet - Toy animals 	Class	Hello, review	<ul style="list-style-type: none"> - The teacher lets the children sit in an arc. Take out a box/bag containing toy animals (cow, duck, pig, rabbit). - Teacher lets children come and touch any toy animals in the bag and say the animal's name. - The teacher shows the toy animal to the whole class every time the child guesses correctly.
2. Form knowledge	6	<ul style="list-style-type: none"> - Projection screen, computer - Situational painting - Card from - MLF application 	Class	Observe, point and talk	<ul style="list-style-type: none"> - Objective: p11c can recognize the animals he has learned and their body parts. - Teacher shows book page 57 on screen/opens book page 57. - Teacher points to the cow and says What is it? The teacher answers with the children. - The teacher says Listen and repeat. The teacher points to the picture of a cow. The teacher turns on the audio This is a cow. The teacher lets the children listen to the whole sentence and repeat it twice. - The teacher points to part of the toy duck's body and says Is this a cow? The teacher answers together with the children. The teacher says No, it isn't and has the children repeat it twice. - The teacher points to part of the toy cow's body and says Is this a cow? The teacher answers

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>together with the children. The teacher says Yes, it is and has the children repeat it twice.</p> <ul style="list-style-type: none"> - The teacher guides children to connect part of the cow's body with the whole cow image, using the index finger. - Do the same with the remaining animals.
3. Practice	7	<ul style="list-style-type: none"> - Class Book - Audio - MLF application 	Individual, whole class	Listen, connect	<ul style="list-style-type: none"> - Objective: Children practice to be able to hear and recognize the names of the animals they have learned, connected to their body parts. - The teacher lets the children listen to each sentence and do the matching exercises in their book (page 57). - The teacher lets the children share their answers with their friends. - The teacher turns the audio back on again and corrects the lesson for the whole class. The teacher praises the children.
4. Application	4	<ul style="list-style-type: none"> - Class Book - MLF application 	Class	Listen, connect	<ul style="list-style-type: none"> - Objective: She can recognize animals. - The teacher holds up the magnetic card with the crawling picture and uses a piece of paper to cover the image of the magnetic card. - The teacher slowly opens the word cards and asks Is this a duck? - The teacher continues to gradually open the word cards until one child can say Bingo. The teacher tells the children to answer, for example Yes, it is./No, it isn't. It's a cow. - Do the same with the remaining animals (duck, pig, rabbit). - The teacher corrects children's pronunciation errors when necessary. - This activity can be implemented in teams.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
5. Summary	2	- Computer - Class Book/ MyLittleFun application	Class	Sing and say goodbye	<ul style="list-style-type: none"> - The teacher picks up animal toys/points to pictures of animals in the situational picture and has the whole class say simple sentences about animals in unison, for example: This is.../It's... - GV bPlay Goodbye and encourage children to sing along.
6. Extension activities			Follow the team		<ul style="list-style-type: none"> - The teacher divides the class into 6 groups. Give each group a word card (cow, duck, pig, rabbit, cat, fish) so that each group can name their group. - The teacher gives simple voice commands in class such as stand up, sit down, touch your nose,... followed by the name of each group. For example, Touch your nose, Duck! and check to see if Duck's group touches his nose. - Praise children when they perform well.

Audio scripts(Track 40):

Lesson 4. Match!

This is a cow.

This is a duck.

This is a pig.

This is a rabbit.

MY LITTLE FUN – BOOK 2
LESSON 7: ANIMALS - ACTIVITY 5: COUNT AND COLOUR

1. Objective:

After the lesson:

- Children can count be arrived 5
- Color the pictures animal
- Name the animals and colors

2. Target language:

- Review words: *cow, duck, pig, rabbit, red, green, yellow, blue, pink, orange, one, two, three, four; It's...*

3. Extension languages:

- Voice commands & classroom language: Let's go for a number hunt.

4. Teaching tools and materials:

- Class Book page 58
- Word cards indicate the names of animals (*cow, duck, pig, rabbit*)
- Audio
- Computer with internet connection and MyLittleFun school application
- A few sheets of paper, crayons (red, green, blue, yellow, pink, orange)

Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up & Review	2	<ul style="list-style-type: none"> - Computer connected to the internet - Card from 	Class	Hello, review	- Goal: children are ready for new lessons and review color words.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
	3	<ul style="list-style-type: none"> - Computer connected to the internet - Audio 	Class	Hello, review	<ul style="list-style-type: none"> - The teacher plays the song Color of Unit 3 - Lesson 3 or any song about colors that includes the color words they have learned (at least the colors red, green, blue, yellow, pink, orange, white).) and let children sing along. - The teacher changes the rhythm to make the song more fun and lively (fast or slow as desired).
2. Form knowledge	6	<ul style="list-style-type: none"> - Projection screen, computer - MyLittleFun application 	Class	Listen and observe how to follow the teacher's instructions	<ul style="list-style-type: none"> - Goal: children can recognize the number 5. - The teacher shows on the screen a pig and the number 1/uses a card from the number 1 and counts One. One pig. The teacher asks the children to repeat twice. - The teacher adds another pig and has the children count with Teacher Two. Two pigs. Project on screen number 2 or use picture card number 2. - Continue adding and doing the same with numbers 3 and 4. - Add pig number 5 and say Five. The teacher asks the children to repeat twice. The teacher shows the number 5 on the screen or holds the card from number 5 and says Five. - The teacher points to 5 pigs and says Five pigs and has the children repeat.
3. Practice	7	<ul style="list-style-type: none"> - Class Book - MyLittleFun application 	Whole class, individual	Talk, draw	<ul style="list-style-type: none"> - Objective: pllc can count and color the animals. - The teacher shows the book page 58 on the screen or shows the children the book page 58. - The teacher points to each animal and suggests to the children the name of the animal.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> - The teacher asks the children to count the animals in the book in pairs (page 58). - Have children color the animals in their books (page 58).
4. Application	4		Whole class, in pairs	Share and present products	<ul style="list-style-type: none"> - Objective: Children can share their colored products, name the animals and their colors. - The teacher lets the children share their colored pictures of animals with their friends. - The teacher calls some children up to present to their friends and say, for example, My rabbit(s). It's/They are/yellow. then point to the colored animals. - The teacher can support or correct pronunciation errors if necessary.
5. Summary	3	<ul style="list-style-type: none"> - Computer - Class Book/ MLF application 	Class	Sing and say goodbye	<ul style="list-style-type: none"> - The teacher holds the child's colored book page or projects a colored picture on the screen (using MLF's coloring application), lets the children count with the teacher and talk about colors. - The teacher plays the song Goodbye and encourages children to sing along and wave goodbye.
6. Extension activities			Class		<ul style="list-style-type: none"> - Teacher shares Divide into 5 groups. Name groups 1, 2, 3, 4, 5. - Place the number cards 1, 2, 3, 4, 5 on the classroom floor. The teacher says Let's go for some hunt. - The teacher plays the children's favorite song and lets them find the numbers in each group (group 1, 2, 3, 4, 5). - Children in group 1 will look for number 1, children in group 2 will look for group 2,

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>children in group 3 will look for group 3, children in group 4 will look for group 4, children in group 5 will look for group 5.</p> <ul style="list-style-type: none"> - Continue letting children find their group's number when they run out of cards. - The team that finds the number the fastest wins the game.

MY LITTLE FUN – BOOK 2
LESSON 7: ANIMALS - ACTIVITY 6: MATCH!

1. Objective:

After the lesson:

- Children receive know Okaysizes large and small
- Connect large objects with small objects
- Can read size names

2. Target language:

- Tnew: big, small
- From review: cow, duck, pig, rabbit, cat, dog, fish

3. Extension languages:

- Voice commands & classroom language: It's big!; It's small!; They're small! What is it?

4. Teaching tools and materials:

- Class Book page59
- Photos of animals
- Computer with internet connection and MyLittleFun school application

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	Greeting	- Goal: Children are ready for new lessons and review words for animals
	2	Card from	Class	Listening and	- The teacher shows page 56 on the screen and has the children stand up.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
				Speaking	<ul style="list-style-type: none"> - Play the rhyme in Lesson 3 and have your children read along. - Teachers encourage children to point to pictures of animals on the screen while reading the rhyme. - Change the rhythm to make the rhyme more attractive (as fast or slow as you like).
2. Form knowledge	6	<ul style="list-style-type: none"> - Projection screen, computer - MyLittleFun application - Magnetic cards show names of foods/drinks 	Class	Listen and observe how to follow the teacher's instructions	<ul style="list-style-type: none"> - Goal: children can recognize small and large sizes. - The teacher shows a large image of a cow on the screen and asks What is it? The teacher answers together with the children. - Teacher adds a small cow/ points to the picture of a small cow and asks What is it? The teacher answers together with the children. - The teacher points to the picture of a big cow and says Big. The teacher demonstrates the word big with his arms and hands and repeats Big. - The teacher pointed to the small cow and said small. The teacher demonstrates the word small with his arms and hands, repeating Small. - The teacher lets the children listen and repeat each word twice - The teacher pointed to the big cow and said It's big. The teacher lets the children listen and repeat this sentence twice. - The teacher points to the small cow and says It's small. The teacher lets the children listen and repeat this sentence twice. - The teacher places another small cow close to the small cow on the screen. Point to these little

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>cows and say They're small. The teacher lets the children listen and repeat twice.</p> <ul style="list-style-type: none"> - The teacher uses his index finger to connect the big cow and the two small cows. The teacher says Big then Small while connecting the big cow with the small cows. - The teacher points to other animals, says big/small and has the children repeat.
3. Practice	7	<ul style="list-style-type: none"> - Class Book - MLF application 	Whole class, in pairs	Connecting bowl	<ul style="list-style-type: none"> - Objective: pHe can recognize large and small animals. - Teacher lets children work in pairs to match big animals with small animals in the book (page 59). - The teacher corrects the lesson with the whole class.
4. Application	4	<ul style="list-style-type: none"> - Class Book - MLF application 	Class	Know how to say big and small sizes	<ul style="list-style-type: none"> - Target: Children can distinguish and read the sizes of animals. - The teacher calls a few children to the board, points to the animals in the book or on the screen and says big/small/It's big./They are small. - The teacher corrects children's pronunciation errors if necessary.
5. Summary	3	<ul style="list-style-type: none"> - Computer - Class Book/ MLF application 	Class	Sing and say goodbye	<ul style="list-style-type: none"> - The teacher shows the children a picture on page 59 with pictures of animals of different sizes and tells them the sizes. - The teacher plays the song Goodbye and encourages children to sing along and wave goodbye.
6. Extens			Class		<ul style="list-style-type: none"> - GV cyoung cough Form two teams and sit in front of the screen/board.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
ion activities					<ul style="list-style-type: none"> - The teacher names the teams BIG and SMALL. - The teacher shows on the screen/holds cards from animals/big and small objects of different sizes. The teacher lets the children from both teams read their team's name out loud for 5 seconds (can count from 1-5). - The teacher gives the children the answer if no team can answer. - The teacher gives 1 star for each correct answer. - The team with more stars will win.



A handwritten signature in blue ink, likely belonging to the supervisor, Trinh Thi Nguyen.

GIÁM ĐỐC
Trinh Thị Nguyễn

MY LITTLE FUN – BOOK 2
LESSON 8: FOOD - ACTIVITY 1: LET'S LISTEN

1. Objective:

After the lesson:

- Cheap can recognize ten types of food and drinks
- Repeat Be named types of food and drinks

2. Target language:

- New words: juice, orange, carrot, sandwich
- Review words: Nam, mother, banana, apple, milk

3. Extension languages:

- Voice commands & classroom language: *Who's this?; Listen and repeat.; What is it?*

4. Teaching tools and materials:

- Class Book page 60
- Audio tracks 41
- Word cards (juice, orange, carrot, sandwich, banana, apple, milk)
- Unit 8 situation painting
- Computer with internet connection and MyLittleFun school application

Procedure:

Parts	Time (minutes)	Teaching aids and documents	Inter active form	Work	Teacher's activities
1. Start up & Review	3	Computer connected to the internet	Class	Hello, review	<ul style="list-style-type: none">- Goal: children are ready for the lesson, review some of the words they have learned.- The teacher turns on the audio and has the children sing the Hello song again.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> - The teacher puts the word cards (apple, banana, milk) on the board. - Teacher only enter card from apple and ask What is it? Encourage children to respond to Apple. GV The whole class repeated the word in unison twice. - Repeat the process with the remaining cards.
2. Form knowledge	5	<ul style="list-style-type: none"> - MLF application - Magnetic cards indicating types of food and drinks 	Class	Listen, observe	<ul style="list-style-type: none"> - Objective: introduce certain types of food and drinks. - The teacher introduces to the children that today they will learn some words about food and drinks. - GV for children to see card from carrot. GV Vomit Carrot, then tag the word carrot on the board. - Repeat the process with the remaining cards (juice, orange, sandwich). - The teacher points to 4 cards on the board. Ask children to listen. - The teacher points to each card and says the name of the corresponding food and drink. Repeat several times (necessary).
3. Practice	6	<ul style="list-style-type: none"> - Class Book - Situational painting - MLF application 	Class	Listen, point and talk	<ul style="list-style-type: none"> - Objective: for children to practice recognizing and repeating certain foods and drinks. - Teacher shows children pictures of situations. The teacher pointed characters and types of food and drinks in the picture, ask children and let them answer (Who is this? - It's Nam/mother; What is this? - Juice, orange, carrot, sandwich). - Teacher only enter image tubers carrots and suggest Have the child say carrot. Point to

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>the picture of juice and suggest Let the child say juice.</p> <ul style="list-style-type: none"> - Repeat the process with two tYesorangeand sandwiches. - The teacher lets the children open the book to page 60. - The teacher says Listen and repeat. Turn on the audio, pausing after each word. Ask your child to point to the foods and drinks in the picture, and repeat the n-wordah2 times.
4. Application	4	<ul style="list-style-type: none"> - Class Book - Card from 	Class	Observe and speak	<ul style="list-style-type: none"> - Objective: for children to recognize and repeat the names of foods and drinks. - Teacher lets children sit in a circle. Place 4 word cards (carrot, juice, orange, sandwich) upside down on the floor. - The teacher calls one child to turn over a word card and let another child read the corresponding word. Repeat the process a few times.
5. Summary	3	<ul style="list-style-type: none"> - Card from - Computer - Class Book/MLF application 	Class	<ul style="list-style-type: none"> - Review learned vocabulary - Sing and say goodbye 	<ul style="list-style-type: none"> - The teacher shows the children pictures of situations and asks them to repeat the names of the foods and drinks they see in the pictures. - The teacher plays the song Goodbye, encourages children to sing along and wave to all kinds of food and drinks.
6. Extension		Card from	Class	Review learned vocabulary	<ul style="list-style-type: none"> - Teacher lets children stand in a circle. - The teacher holds her pussyoneany word card (juice, orange, carrot, sandwich), say the word and give it to the child standing next to the

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
activities					<p>teacher. Ask the child to repeat the word and continue giving it to the child standing next to it.</p> <ul style="list-style-type: none"> - Teacher leaves children pass card Yes Go around the circle twice before moving on to the next card. - The teacher said matt from with one another child and repeat the process. - Repeat the process with 3 card cleft.

Audio scripts (Track 41)

Lesson 1. Let's listen.

Juice.

Orange.

Carrot.

Sandwich.

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

1. Objective:

After the lesson:

- Recognize certain types of food and drink
- Name some foods and drinks

2. Target language:

- Review words: Flower, juice, orange, carrot, sandwich

3. Extension languages:

- Voice commands & classroom language: Look and listen; Listen and say; Listen. Point and say

4. Teaching tools and materials:

- Class Book page 61
- Audio tracks 42
- t cardyeah justfigure
- Magnetic card cEvil foods and drinks(juice, orange, carrot, sandwich)
- Computer with internet connection and MyLittleFu school applicationn

Procedure:

Parts	Time (minutes)	Teaching aids and documents	Inter active form	Work	Teacher's activities
1. Start up & Review	2	- Computer connected to the internet	Class	Greeting	<ul style="list-style-type: none"> - Objective: children are ready for the lesson, assessment is that children can know the types of food and drinks. - The teacher turns on the audio, sings and has the children sing Hello togetherwith me.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
	3	Card from	Class	Listen and move	<ul style="list-style-type: none"> - Play the game Slap the board. - The teacher puts word cards (juice, orange, carrot, sandwich) on the board. The teacher divides the class into 2 groups. RequestoneChildren from each group go to the board. Teacher says 1 word.TwoChildren will slap their hands on the corresponding word card. Youngthere is noThe faster correct answer will be awarded 1 star.
2. Form knowledge	6	<ul style="list-style-type: none"> - Projection screen, computer - MLF application - Situational painting - Audio 	Whole class, individual	Listen, observe and speak	<ul style="list-style-type: none"> - Goal: for children to recognize and repeat types of food and drinks. - The teacher puts pictures of situations on the board, covering the images of juice, orange, carrot, and sandwich. - The teacher points to the characters in the picture and asks Who'sthis?.GV cThe child said loudly two wordsYesNam, mother. - The teacher asks children to listenin this step. - The teacher says Look and listen. Turn on audio andgradually appearThe objects are covered in order in the audio. GVreadout loud the words(juice - juice/carrot - a carrot/sandwich - a sandwich/orange - an orange). - The teacher says Listen and say. Turn on audio, pausing after each word. The teacher lets the children repeat in unisonThe child repeats it himself.
3. Practice	6	<ul style="list-style-type: none"> - Class Book - Audio 	Class	Watch, listen, point and talk	<ul style="list-style-type: none"> - Objective: for children to practice recognizing and naming foods and drinks. - The teacher lets the children open the book to page 61.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
		- MLF application			<ul style="list-style-type: none"> - The teacher shows the children pictures in the book. Ask children about the characters and the foods and drinks in the pictures. Point to the character and ask Who is this? - Flower. Point to the picture of a sandwich and ask What is it?. Have children answer sandwich. Repeat the process with other foods and drinks. - Teacher says Listen. Point and say. Turn on audio, pausing after each word. The teacher lets the children point to the corresponding food/drink in the book and read the words aloud. - Teacher lets children work in pairs. 1 child will say the word and 1 child will point to the corresponding food/drink in the book.
4. Application	4	Card from	Class	Listen, point and talk	<ul style="list-style-type: none"> - Goal: for children to recognize and name foods and drinks. - The teacher places 4 cards on the floor. Have children sit in an arc. - The teacher says one word (juice, orange, carrot, sandwich). Teacher lets children point to the corresponding food/drink and say the word out loud. - Repeat the process with the remaining words.
5. Summary	3	<ul style="list-style-type: none"> - Computer - Card from - Class Book/MLF application 	Class	<ul style="list-style-type: none"> - Review learned vocabulary - Sing and say 	<ul style="list-style-type: none"> - The teacher holds 4 word cards (juice, orange, carrot, sandwich). GVfor children to seeeach card and say Goodbye, carrot. Encourage your child to repeat and wave goodbye.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
				goodbye	
6. Extension activities			Class		<ul style="list-style-type: none"> - Play the game What is missing? - The teacher puts a few food/drink familiar to children on the table (juice, orange, carrot, sandwich, apple, banana, biscuit, milk). - Teacher lets children stand in a circle around the table. Name each object and ask the child to repeat it. - The teacher covered the classroom with a cloth this food/drink and ask the child to close his eyes. - The teacher takes away an object, removes the cloth and asks the children What is missing? - Encourage children to say the name out loud food/drink lost and ask the class to repeat it twice. - Repeat the process a few times with these food/drink other.

Audio scripts (Track 42)

Lesson 2. Let's say.

Juice. Juice.

Carrot. A carrot.

Sandwich. A sandwich.

Orange. An orange.

MY LITTLE FUN – BOOK 2
LESSON 8: FOOD - ACTIVITY 3: LET'S SING.

1. Objective:

After the lesson:

- Trshe can tAnswer some simple questionsto express likes or dislikes
- Sing along to the song

2. Target language:

- Structurenew: Do you like (carrot)? – Yes, I do. / No, I don't.
- Review words: juice, orange, carrot, sandwich

3. Extension languages:

- Voice commands & classroom language: Let's listen; Let's sing.

4. Teaching tools and materials:

- Class Book page 62
- Audio tracks 43
- t cardYesfigureMale
- Magnetic cards indicating food/drinksOr real food/drink(juice, orange, carrot, sandwich, banana, milk)
- Computer with internet connection and MyLittleFun school 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	Greeting	<ul style="list-style-type: none"> - Goal: children are ready for the lesson, review vocabulary about food and drinks. - Teacher givesturn onHello song and have children sing along.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
& Review	2		Class	Listen and move	<ul style="list-style-type: none"> - Play the Picture hole game. - The teacher divides the class into 2 teams. The teacher takes turns giving pLet's see each word card (juice, orange, carrot, sandwich) but the teacher covers most of the card face. Both teams will have to guess and say out loud the word for the corresponding food/drink. The team that answers correctly and faster will receive 1 star. Continued pO play with all 4 cards.
2. Form knowledge	6	<ul style="list-style-type: none"> - Character cards - Card from 	Class	Observe, listen, speak	<ul style="list-style-type: none"> - Goal: children understand questions and answers about hobbies: Do you like (carrot)? Yes, I do. /No, I don't. - GV for children to see card Yes Nam character and asks Who is this? Have the children answer Nam. Teacher tags nh grace Nam goes to the board. - The teacher shows the orange word card and asks What is this? Have the child answer orange. - The teacher holds the orange card in one hand and the red card in one hand grace Nam in the other hand. - The teacher moves the orange card closer to the nh card grace Male, asked Do you like orange? Have the whole class repeat twice. - The teacher gave me a card grace Nam nodded and answered Yes, I do. Have the whole class repeat twice. - Teacher asks Do you like orange? Cho Nam shook his head and said No, I don't. Have the whole class repeat twice.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> - Repeat the process with the remaining cards (juice, carrot, sandwich). - The teacher holds the cards one by one. Ask Do you like (carrot)? and answer Yes, I do and nod, or No, I don't and shake your head. Have the whole class repeat and imitate the action. (GV cChildren can nod or shake their heads; express the thumb up/down gesture to answer your opinion).
3. Practice	7	<ul style="list-style-type: none"> - Class Book - Audio - MLF application 	Class	Listen, point	<ul style="list-style-type: none"> - Objective: for children to learn the song and repeat the sentences in the song. - The teacher says Let's listen. Turn on the audio and let your child listen to the whole song 1 or 2 times so they get used to the rhythm. - The teacher lets the children open the book to page 62. - Teacher says Let's sing. Turn on the audio and pause after each sentence. Let children listen and repeat every verses in the song 2 to 3 times, only go to the picture food/utube in the picture.
4. Application	4	<ul style="list-style-type: none"> - Class Book - Audio - MLF application 	Class	Sing song	<ul style="list-style-type: none"> - Goal: for children to sing along to the song. - The teacher turns on the audio and has the whole class sing in unison, or in groups and pairs. - The teacher divides the class into 2 groups. One group sings the questions in the song and the other group sings the answers, doing actions at the same time (shake/nod, thumbs up/down). Then the teacher lets the two groups switch roles.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
5. Summary	2	- Computer - Class Book/ MLF application	Class	- Sing and say goodbye	- Play Goodbye and encourage your children to sing along.
6. Extension activities			Class		<ul style="list-style-type: none"> - The teacher attaches 5 to 6 word cards indicating food and drinks (juice, orange, carrot, sandwich, banana, milk) in rows on the board. - Teacher lets children listen and repeat the words. - The teacher lets the children clap their hands and read the words on the board. - GV take it! card, have the child repeat the rhyme with all the words, including the lost word take it. - The teacher continues to take it each card and encourage children to repeat it. - Teacher for children read until there are no more cards on the board.

Audio scripts (Track 43):

Lesson 3. Let's sing.

Do you like orange? Yes, yes, yes. I do.

Do you like carrots? No, no, no. I don't.

Do you like sandwiches? Yes, no, ah yes, I do.

Do you like juice? No, yes, no, I don't.

MY LITTLE FUN – BOOK 2
LESSON 8: FOOD - ACTIVITY 4: MATCH!

1. Objective:

After the lesson:

- TrShe can listen and nknow certain types of food and drink
- Connect thefood/drinksame kind

2. Target language:

- Review words: juice, orange, carrot, sandwich
- Review structure: I like...

3. Extension languages:

- Voice commands & classroom language: Listen; Find and match; What is it?; Match carrot.

4. Teaching tools and materials:

- Class Book page 63
- Audio tracks 44
- Character cards
- Magnetic cards indicating food/utube(juice, orange, carrot, sandwich)
- Situational painting
- Pencil
- Computer with internet connection and MyLittleFun school application

Procedure:

Parts	Time (minutes)	Teaching aids and documents	Inter active form	Work	Teacher's activities
1. Start up	3	- Computer connected to the internet	Class	Hello, review	- Goal: for children to start new lessons, review vocabulary, etcAbout food/drinkhave learned.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
& Review		- Card from			<ul style="list-style-type: none"> - Put 4 word cards on the board (juice, orange, carrot, sandwich). - The teacher lets the children sing the song they learned in the previous lesson and points to the corresponding word card on the board.
2. Form knowledge	6	<ul style="list-style-type: none"> - Projection screen, computer - Situational painting - Card from - MLF application 	Class	Observe, point and talk	<ul style="list-style-type: none"> - Goal: for children to recognize foods and drinks of the same type. - The teacher attaches a picture of the situation to the board. Ask children read name 4 types of food and drinks that children eat seen in the picture. - Teacher only enter picture orange and say Orange. I like orange. - The teacher holds the card Yes orange and said Orange. I like orange. - The teacher moves the orange card near the orange image in the picture. - Repeat the process with juice, sandwich, carrot.
3. Practice	7	<ul style="list-style-type: none"> - Class Book - Audio - MLF application 	Individual, whole class	Listen, connect	<ul style="list-style-type: none"> - Objective: for children to practice recognition through listening and matching of foods and drinks of the same type. - The teacher lets the children open the book to page 63. - The teacher points to the food and drinks on the shelf one by one, asking What is it? and ask children to say the words (sandwich, juice, orange, carrot). - GV Talk to children about homework Children will match foods and drinks of the same type. - Teacher says Listen. Pointing enter image cakes and sandwich in the left circle and say Sandwich. I like sandwiches. Teacher points enter The first sandwich image is

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<p>in the top row on the shelf and says Sandwich. I like sandwiches.</p> <ul style="list-style-type: none"> - The teacher says Find and match. Then use your index finger to model the action of connecting these two objects. Let children imitate the actions. - Repeat the process with the remaining foods and drinks. - Teacher says Listen. Find and match. Turn on the audio, ask children to listen and match the objects, using pencils or crayons.
4. Application	4	<ul style="list-style-type: none"> - Class Book - MLF application 	Class	Listen, connect	<ul style="list-style-type: none"> - Objective: for children to recognize and match foods and drinks of the same type. - Teacher for children see book. GVn Vomit Match carrot and ask children to use their hands to connect two objects of the same type in the book. - Repeat the process with these food/drink remaining.
5. Summary	2	<ul style="list-style-type: none"> - Computer - Class Book/ My Little Fun application 	Class	Sing and say goodbye	<ul style="list-style-type: none"> - Play Goodbye and encourage your children to sing along.
6. Extension activities			Follow the team		<ul style="list-style-type: none"> - Play the game Running race. - The teacher attaches a picture of the situation to the board. - The teacher puts the word cards (juice, orange, carrot, sandwich) on the table. - The teacher divides the class into 2 teams.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> - Invited teacher 2 Children from each team stand in front of the class. - Say a word and have two children race to get the corresponding word card and stick them next to it food/drinks same kind. Younger and faster and more accurate will be awarded 1 star.

Audio scripts (Track 44):

Lesson 4. Match!

I like sandwiches.

I like carrots.

I like juice.

I like orange.

MY LITTLE FUN – BOOK 2
LESSON 8: FOOD - ACTIVITY 5: TRACE AND COLOUR

1. Objective:

After the lesson:

- Children can use their fingers to draw numbers and count
- Color the pictures according to the instructions
- Name foods and drinks

2. Target language:

- Review words: *juice, orange, carrot, sandwich*

3. Extension languages:

- Voice commands & classroom language: Let's count; Let's trace; Let's color; What is it?

4. Teaching tools and materials:

- Class Book page 64
- Magnetic cards indicating foods (juice, orange, carrot, sandwich)
- Situational painting
- Computer with internet connection and MyLittleFun school application
- Colored pencils, crayons

Procedure:

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
1. Start up & Review	3	<ul style="list-style-type: none"> - Computer connected to the internet - Card from 	Class	Hello, review	<ul style="list-style-type: none"> - Objective: for children to start a new lesson, review the sentence structure Do you like (carrot)? Yes, I do. / No, I don't. - The teacher lets the children sing the song Hello.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> - The teacher shows each card in turn (juice, orange, carrot, sandwich) and asks the class Do you like juice? Encourage children to use facial expressions/thumbs up or down/nod or shake their head When answer Yes, I do./ No, I don't.
2. Form knowledge	6	<ul style="list-style-type: none"> - Projection screen, computer - MyLittleFun application - Crayon 	Class	Listen and observe how to follow the teacher's instructions	<ul style="list-style-type: none"> - Goal: children can recognize and count to 5. - The teacher holds 3 crayons/ puts pictures on the screen and says They're crayons. Have children say They're crayons twice. - The teacher says Let's count, and counts one two three. Teacher lets children repeat twice. Then the teacher puts colored pencils on the table. - The teacher shows the image number 3 on the screen/draws on the board next to 3 colored pens (1 black and white). GVnVomit three and have the child hold up 3 fingers, repeat 2 times. - Teacher says Let's trace. Use your finger/mouse to connecting bowl No. 3 with 3 pen pressure color. Let children imitate. - The teacher says Let's color. Demonstrate the act of coloring a black and white crayon with crayons or with MLF software. Let children imitate. - Repeat the process with numbers 4 and 5.
3. Practice	7	<ul style="list-style-type: none"> - Class Book - MyLittleFun application 	Whole class, individual	Talk, draw	<ul style="list-style-type: none"> - Objective: for children to practice counting, drawing and coloring pictures of food and drinks. - The teacher lets the children open the book to page 64.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					<ul style="list-style-type: none"> - Teacher only enter image c incubate carrots in the book and ask What is it? Direction c The child answered carrot. - Teacher only enter Picture 4 carrots in the first row and count from 1 to 4. Ask the whole class to count with the teacher. - The teacher models the action of connecting the number 4 with the picture 4 c incubate carrot. Then have children draw along the dotted line in syoung yokewith pencil or colored pens. - The teacher waits for the children to finish coloring the carrot before moving on to the next activity. Teachers can walk around the classroom and provide support if needed. - Repeat procedure penwith two tYessandwichand orange.
4. Application	4		Whole class, in pairs	Share and present products	<ul style="list-style-type: none"> - Goal: for children to share products, count and describe foods and drinks. - Teacher lets children share bbrisketpaintingmine with you. Have children point to the food/drink in the picture, count and say They're (orange). - The teacher calls a few children to stand in front of the class and describe their pictures to the whole class.
5. Summary	3	<ul style="list-style-type: none"> - Computer - Class Book/ MLF application 	Class	Sing and say goodbye	<ul style="list-style-type: none"> - The teacher plays the song Goodbye and encourages children to sing along and wave goodbye.

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
6. Extension activities			Class		<ul style="list-style-type: none"> - GV projected on the screen. The image of the book page 64 appears on the screen. - The teacher uses MLF software to color each lessontype of food, let the children say the namestype of foodand color stheir battery. GV speak: It's (a carrot). It's (orange). - Repeat the process with thesefoodremaining. Teacher can call onefewyoung pussyenColor it and ask the whole classreadaccording to the structure It's (a carrot). It's (orange).

MY LITTLE FUN – BOOK 2
LESSON 8: FOOD - ACTIVITY 6: VALUES

1. Objective:

After the lesson:

- Children receiveknowgets value: cleanup swillafter meal.

2. Target language:

- Review words: Nam, Linda, Hoa

3. Extension languages:

- Voice commands & classroom language: Who is this?; Sad face or happy face?; It's good to clean up after a meal.

4. Teaching tools and materials:

- Class Book page 65
- Cards from the characters Nam, Linda, Hoa
- Computer with internet connection and MyLittleFun school application
- 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	Greeting	<ul style="list-style-type: none"> - Objective: for children to start a new lesson, review words for food and drinks. - The teacher lets the children sing the song Hello.
	2	Card from	Class	Listening and Speaking	<ul style="list-style-type: none"> - Play Bingo game(<i>Hidden food/drink</i>) - Teacher slowlyShow your child a partmagnetic tags indicating food or drinks (juice, orange, carrot, sandwich), unorrderedand ask What is it? Continuegradually opent

Parts	Time (minutes)	Teaching aids and documents	Interactive form	Work	Teacher's activities
					card Yes until one child says Bingo. Have the child say his name food/drink (eg carrot/a carrot/It's a carrot).
2. Form knowledge	6	<ul style="list-style-type: none"> - Projection screen, computer - My Little Fun application - Magnetic cards show names of foods/drinks 	Class	Listen and observe how to follow the teacher's instructions	<ul style="list-style-type: none"> - Target: children know the job cleaning up after meals is good habits. - GV for children to see image of Linda giving the disc to the teacher and asking Who is this? Bad teacher Please the child said Linda. Prompt children to talk about Linda's actions (The teacher can speak in Vietnamese) and let the children answer. - Teacher only enter first picture matt again and ask Sad face or happy face? Encourage children to show facial expressions. - Teacher shows the second picture, asking Sad face or happy face? Encourage children to show facial expressions. - The teacher draws a smiley face on the board or smiles when pointing enter first picture. Then say: It's good to clean up after a meal.
3. Practice	7	<ul style="list-style-type: none"> - Class Book - MLF application 	Whole class, in pairs	Color	<ul style="list-style-type: none"> - Goal: for children to practice recognizing which actions are good or bad by coloring the symbols in the book. - The teacher lets the children open the book to page 65. - Teacher only enter first picture and ask Sad or happy face?, using facial expressions to express emotions. Encourage children to answer and show happy facial expressions. - The teacher colors the smiley face symbol in first picture and let children imitate it coloring action.

Parts	Time (minutes)	Teaching aids and documents	Inter active form	Work	Teacher's activities
					<ul style="list-style-type: none"> - The teacher lets the children work in pairs, asking them to color the smiley or sad face symbols in 3 remaining paintings.
4. Application	4	<ul style="list-style-type: none"> - Class Book - MLF application 	Class	Recognize value	<ul style="list-style-type: none"> - Goal: for children to recognize situations and learn value lesson. - GV for children to see each picture on page 65 randomly and ask Sad or happy face? - The teacher lets the children answer, using facial expressions or thumbs up/down. - Some other pictures could be used to practice application.
5. Summary	3	<ul style="list-style-type: none"> - Computer - Class Book/ MLF application 	Class	Sing and say goodbye	<ul style="list-style-type: none"> - The teacher plays the song Goodbye and encourages children to sing along and wave goodbye.
6. Extension activities			Class		<ul style="list-style-type: none"> - GV cYoung ho takes turns standing pussye In front of the class, hold the picture from the book on page 65. - The teacher encourages the whole class to show facial expressions or thumbs down/up for each situation. - Repeat this one with many children as much as possible.



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