**Week 15**

**Period 30 REVIEW 2**

1. **Objectives:**

After completing this lesson, students will be able to:

1. **Language competence**

* Identify shapes
* Develop the four-English skills (Listening, Speaking, Reading, and Writing)

1. **Core competence**

* Build up interests and good habits in learning English
* Build up responsive and independent-working characteristics to be a long-life learner
* Be supportive and collaborative in team work
* Demonstrate problem-solving and communicative skills through learning activities

1. **Personal qualities**

* Build up respective attitudes to others in the community
* Build up spirits of the responsibility for family and the community

1. **Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.

**Students’ aids:** Student books, notebooks, workbooks.

1. **Procedures:**

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| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing “How are you?”(Feelings) song**  (source: https://www.youtube.com/watch?v=j1QBY35LdfA) | * Teacher – whole class |
| **Option 1:**  **“Musical chairs” game**   * Have students sit on their seats. * Play music and ask them to move around. * Take away two chairs and suddenly stop music. Have students sit on any chairs. The two students who have no chairs to sit on will make questions and answers.   **E.g.**   * Student A: What’s your name? * Student B: My name is (Vinh). * Student A: How are you? * Student B: I’m happy. * Swap roles and continue. | * Teacher – whole class/ pair work |
| **Option 2:**  **"Board race" game**   * Divide the class into four teams and have one student from each team stand a distance from the board. * Divide the board into four columns. * The teacher asks, “What’s your name?” or “How are you?” and have the students race to the board, then write their answers. * The first student has the correct answer gets one point for their team. * Continue with other students. * The team that gets the most points wins. | * Teacher – whole class/ groupwork |
|  | **New lesson** |  |
| 25’ | **A. Listen and circle (A or B). (CD1 - Track 40)**   * Have students look at the pictures and call out the shapes they can see. * Play audio and demonstrate the activity using the example. * Play audio. Have students listen and circle A or B. * Play audio again and check answers as a whole class. * Have students work in pairs, practice asking and answering the questions with the circle shapes. | * Teacher – whole class/ individuals/ pair work |
|  | **B. Point, ask, and answer.**   * Divide the class into pairs. * Have Student A point to an object in the classroom and ask, have Student B answer. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class.   **Game: “Whisper”**   * Arrange children into rows of at least six. * Secretly show a flashcard (shape) to the first child in each group. This child whispers the word to the child next to him/her. * Children continue whispering the word to the child next to them until the word reaches the final child. * The final child says the word out loud, and the first child holds up the flashcard to see whether the word is correct.   **Workbook page 19**   * Have students open their workbooks page 19.   ***D. What’s next? Look, read, and draw the shapes.***   * Have students identify the shapes of question number 1, read each out loud and draw the correct shape into the box. * Continue the next question.   ***E. Listen and (√) the box. (WB 11)***   * Have students identify all shapes and guess the answers could be. * Play audio. Have students listen and tick. * Play audio again. Have students listen again and check their answers. * Check understanding and give the correct answers as a whole class.   ***F. Draw lines.***   * Have students look at the shapes, read the questions and answers, then match. * Check understanding and give the correct answers as a whole class. | * Teacher – whole class/ pair work * Teacher – whole class/ groupwork * Teacher – whole class/ individuals |
| 5’ | **Wrap up** |  |
| **Option 1**  **“Drawing on backs” game**   * Divide the class into four teams. * Have each team stands in a line, with the first child standing near the board and the last child standing near the back of the classroom. * The teacher shows a shape (E.g. a triangle) to the last student of each line, but don't let other students look at the card. Then, the teacher says “Go” * Have students take turn drawing the shape very slowly on their classmates’ backs with their fingers. * The first student of the line goes to the board, draws the shape, and writes a sentence “It’s a triangle.”. * The first team with the correct shape and sentence wins. | * Teacher – whole class/ groupwork |
| **Option 2**  **Draw and say**   * Divide the class into small groups. * Give each group a blank sheet of paper. * Have them draw their own pictures, using the shapes they have learnt to draw. * Have each group show their picture and describe it.   E.g. This is our picture. It is a (robot). It has one big circle, one square and……… | * Teacher – whole class/ groupwork |