**Week : 24**

**Period: 47**

**STARTER 2 - LESSON PLAN  
LESSON R – PERIOD 2**

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| **I** | **For teacher** | | | |
| **General Information** | | | |
| ***Title*** | | ***Description*** | |
| **1** | Name of the lesson/ Period | | **Letter R** - Period 2 | |
| **2** | Components | | ***Learn to Read, learn to Speak*** | |
| **3** | Time Allowed | | 35 minutes | |
| **4** | Aims of the lesson | | ***\*At the end of the lesson, students will be able to:*** - understand the meaning and read fluently all the language items in Learn to Read component. - ask and answer about what someone has got. | |
| **5** | Teaching focus | | **Learn to Read:**  *Rabbits have got fur.*  *They have got long ears.*  *They can hop.*  *They like carrots.*  **Learn to Speak:** *-Who can hop?*  *The rabbit can hop.*  *- Who likes to eat carrots?*  *The rabbit likes to eat carrots.* | |
| **6** | Teaching Aids | | Text book, flash cards, software, board and chalk | |
| **II** | **Content of the lesson** | | | |
| **Procedure** | **Time**  **(m)** | **Teacher’s activities** | **Student’s activities** |
| **1** | **Warm up** | 05 | - Greet students. - Sing warm-up song (or play game) and do actions. | - Greet teacher.  - Sing (or play) and do actions. |
| **2** | **Revision** | 02 | Letter **R** – Sound **/r/** - Words & phrases: **a rabbit, a white rabbit, long ears.** |  |
| **3** | **Learn to Read** | 15 | **1. Review vocabulary:**  -Hold up the flashcards of “***fur – long ears – hop - carrots”*** and have students listen and repeat.  -Ask some questions to check their understanding.  **2. Lead in**: “Today we will meet Thomas and Sarah again. *Let’s listen to they’re talking about Robin, the rabbit.*  **3. Read**  - Ask students to look at the screen and listen to the media twice.  - Let students listen and repeat each sentence in whole class and then in group.  - Stick the flashcards and writes the new words on the board while students listening and repeating.  **-** Call on some students to repeat individually  **4. Practice:**   * Play the media for the second time. Stop at each sentence and ask the SS to repeat in ***whole class.*** * Do *action* for each sentence, and asks each ***group*** to stand up, read and do action for one sentence. * Read by chant/ clap hands/ stomp the feet.   **5. Book using**  - Ask students to point to the words in their book then read loud.  **6. Activity "Following the sentence"** - Turns off the volume asks students to look and read the sentences. Click the sentences in order first, and then click them randomly (Read in group) | - Look, listen and repeat.  - Listen and repeat  -Play game |
| **4** | **Learn to Speak** | 10 | **1. Learn to speak**  **Lead in:**  - Get students answer by themselves.  - Play the media to show students the correct answer.  - Play the media for the students to listen whole context twice.  - Play the media again for the whole class to repeat.  **2. Practice**  - Do gestures as example.  - Let students practice questions and answers in class, groups, pairs.  - Have one team ask, and the other answer.  - Stick the word cards on the board.  *-Who can hop?*  *The rabbit can hop.*  *- Who likes to eat carrots?*  *The rabbit likes to eat carrots.*  *­*- Use flashcards to get students practice asking and answering.  - Ask students to practice in pairs.  **\* Game "Be yourself!" -** Make a model to talk about her/himself based on 4 sentences on the media then gives questions to the whole class. - Ask students to work in groups/pairs to talk about themselves. - Call randomly some students to stand in front of others and make a free talk. After their speaking, they will make a question and point to others to answer.  **3. Book using**  - Ask student to open their students' books. - Ask students to listen; point and read the words without listening to or looking at the media. | -Drill sentences  Play game  Listen, read and point |
| **5** | **Sum-up** | 05 | - Review all the words they have learned by using Flashcards  - Count the stars. |  |