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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: ………………………………….** |

**UNIT 7 - TOYS**

**Math Lesson (page 105)**

1. **Objectives**

By the end of this lesson, students will be able to do simple math.

**Language knowledge and skills**

**Vocabulary:** *numbers 11-20, plus, minus.*

**Sentence patterns:** *Seven plus twelve is nineteen./ Twenty minus six is fourteen.*

**Skills:** Listening, Reading, Writing, and Speaking.

* 1. **Competences**

**Self-control and independent learning:** identify and do simple math.

**Communication and collaboration:** work in pairs or groups to do simple math.

**Critical thinking and creativity:** learn how to do simple math.

* 1. **Attributes**

**Kindness:** support their friends to complete the learning tasks or play the games.

**Diligence:** focus on the lesson and work hard to complete all the tasks.

**Honesty:** play fair.

**Accountability:** appreciate kindness, diligence, and honesty.

1. **Teaching aids and materials**

**- Teacher’s aids:** Tiếng Anh 3 i-Learn Smart Start Student’s Book and Teacher’s book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Tiếng Anh 3 i-Learn Smart Start Student’s Book, Workbook, Notebook.

1. **Procedures**
2. **Warm up** (5 minutes)
3. **Objectives:** To help the students review the numbers 1-10.
4. **Content:** Playing the game: “Circle jump” or “Slap the board”.
5. **Expected outcomes and assessment**
* Task completed with excellence:Students can slap flashcards or jump inside the correct circle and say the words quickly and correctly.
* Task completed: Students can slap flashcards or jump inside the correct circle and say the words.
* Task uncompleted: Students slap the wrong flashcards or pronounce the words incorrectly.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Play the *Circle jump* game.*** Divide the class into two groups and make two lines to play the game.
* Draw two large circles on the ground with chalk.
* Place a flashcard in each circle.
* Call out a word, and a student from each team has to run and stand inside the corresponding circle as quickly as possible.
* Ask them to say the word when standing inside the circle.
* The first student getting the correct answer wins a point for their team.
 | * Make two lines to play this game.
* Follow their teacher’s instructions before playing the game.
* Quickly run and stand inside the corresponding circle when the teacher says a word.
* Say aloud the word when standing inside the circle.
 |
| **Option 2:** **Play the *Slap the board* game.*** Divide the class into two teams and have them form two lines.
* Place the flashcards about the numbers 1-10 on the board, showing the images.
* Call out a word and have the first student from each group race to slap the correct image on the board and say it correctly. The first student to slap the correct flashcard wins a point for their team.
 | * Make two lines to play this game.
* Look at the flashcards on the board.
* Carefully listen and run to the board to slap the correct card and read aloud the word on it.
 |

1. **Presentation** (10 minutes)
2. **Objective:** To help the students recognize and say the numbers 11-20 correctly.
3. **Contents:** Listening, pointing, and repeating.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can recognize and say the numbers 11-20 correctly.
* Task completed: Students can recognize and say the numbers 11-20.
* Task uncompleted: Students are unable to recognize and say the numbers 11-20.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and point. Repeat.** (CD3 Track 42)
* Arrange the flashcards *(numbers 11-20)* on the board.
* Ask the students to listen and pay their attention.
* Use DCR on Eduhome to play the audio and point to each flashcard.
* Then play the audio again and have them point to the pictures in their Student’s Books.
* Play the audio and require them to listen and repeat.
* Help them with their pronunciation if necessary.
* Have the class work in pairs. One student randomly points to the pictures in their book, and the other one says the words. Then have them swap roles and continue this activity.
* Walk round the class and support them if needed.
 | * Listen and follow their teacher’s instructions.
* Point to the pictures in their Student’s Books.
* Listen and repeat.
* Work with their partner to complete the task.
 |
| **2. Play *Guess.**** Arrange the flashcards on the board and write a number under each card.
* Have the students look at the flashcards for the count of ten.
* Turn the flashcards over to face the board when the students are not looking.
* Call out a number and have students take turns guessing the face-down card. Turn the card over after each guess.
 | * Play with the whole class.
* Look at the flashcards for the count of ten.
* Take turns guessing the face-down card.
 |

1. **Practice** (10 minutes)
2. **Objectives:** To practice using the useful language to talk about doing simple math and complete the blanks.
3. **Contents:** Listening and Speaking.
4. **Expected outcomes and assessment**
5. Task completed with excellence: Students can use the useful language to talk about doing simple math and complete the blanks correctly.
* Task completed: Students can use the useful language to talk about doing simple math and complete the blanks.
* Task uncompleted: Students fail to use the useful language to talk about doing simple math and complete the blanks.
1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD3 Track 43)
* Use DCR on Eduhome to show the useful language and have the students look and read the useful language silently.
* Explain that we use this to do simple math aloud. We do this to make it easier to get the math problem correct or explain how we got the answer.
* Play the audio and have them listen to the useful language.
* Ask them to work in pairs and practice the useful language.
* Require them to use the vocabulary from Part A.
* Go around the class and support them if necessary.
 | * Look and read the useful language silently.
* Listen to their teacher’s explanation.
* Listen and look at the useful language again.
* Work in pairs and practice the useful language.
* Use the new words from Part A when practicing the useful language.
 |
| **2. Look and write. Practice.*** Demonstrate the activity using the example.
* Have the students look and write their answers in their Student’s Books.
* Divide the class into pairs and have them check each other’s work.
* Use DCR on Eduhome to check the answers as a whole class.
* Have some pairs practice saying the sentences.
* Monitor the class and support if needed.
 | * Carefully look at the teacher demonstrating the activity.
* Look and write their answers in their Student’s Books.
* Work in pairs and check their partner’s answers.
* Check the answers with the teacher and friends.
* Practice saying the sentences with a friend.
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1. **Production** (5 minutes)
2. **Objectives:** To help them remember the vocabulary items and sentence pattern.
3. **Content:** Doing simple math or using DHA.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can identify the numbers and do simple math quickly and correctly.
* Task completed: Students can identify the numbers and do simple math.
* Task uncompleted: Students cannot identify the numbers and do simple math.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Do simple math.*** Divide the class into two teams to complete the task.
* Write the numbers on the board so that the class can do simple math.
* Ask Team A to use the Addition and Team B to use the Subtraction.
* Have them swap the roles.
* Support them if necessary.
 | * Work with their team to complete the task.
* Carefully listen and follow teacher’s instructions.
* Look at the numbers on the board and use the Addition and Subtraction.
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| **Option 2: Use DHA on Eduhome.*** Open DHA (Unit 7 – Math Lesson) on Eduhome to help the students review the vocabulary through games: Look and find, Listen and find, and Grammar.
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1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help the students remember and pronounce the vocabulary items about the numbers.
3. **Contents:** Playing the game “Whispers” and assigning homework in the Workbook.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can whisper the words to their friends correctly and smoothly.
* Task completed: Students are able to whisper the words to their friends.
* Task uncompleted: Students fail to listen the new words or whisper them to their friends.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Consolidation** * Have the students play the game “Whispers”.
* Divide the class into two teams.
* Ask the students to form two lines.
* Whisper a word to the first student from each group. Then they whisper the word into the ear of the student standing next to them. They continue whispering the word until the end of the line. The last student has to say it out loud.
* The first student to say the correct word wins a point for their team.
* The team having more correct answers will win the game.
 | * Play the game “Whispers” with their teammates.
* Follow their teacher’s instructions before playing the game.
* Quickly whisper the word into the ear of the friend standing next to them.
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| **Homework Assignment** * Require the students to do exercises on page 74 in the Workbook.
* Have them copy each new word six times in their Tiếng Anh 3 i-Learn Smart Start Notebook, page 40.
* Ask them to prepare Parts C and D, Math Lesson on page 106 in the Student’s Book.
 | * Follow their teacher’s instructions.
* Do homework, copy the new words, and prepare the new lesson.
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1. **Reflection**
2. What I liked most about this lesson today:

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1. What I learned from this lesson today:

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1. What I should improve for this lesson next time:

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