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

**UNIT 3 – SCHOOL**

**Art Lesson (page 48)**

1. **Objectives**

By the end of this lesson, students will be able to ask what people’s favorite color is.

**Language knowledge and skills**

**Vocabulary:** green, orange, pink, purple, gray, favorite.

**Sentence patterns:** What’s your favorite color?

My favorite color is orange.

I can make orange with yellow and red.

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

* 1. **Competences**

**Self-control and independent learning:** identify and ask what people’s favorite color is.

**Communication and collaboration:** work in pairs or groups to talk about their favorite colors.

**Critical thinking and creativity:** learn how to ask and answer about their favorite colors.

* 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 vocabulary items about the colors.
4. **Content:** Playing the game: “Aha” or “Slap the board”.
5. **Expected outcomes and assessment**
* Task completed with excellence:Students can slap flashcards or/and say the words quickly and correctly.
* Task completed: Students can slap flashcards or/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 *Aha* game.*** Cover the flashcard with a piece of paper or card.
* Very slowly move the paper to reveal the picture.
* Ask students to guess the picture on the flashcard.
* Have them say “Aha” and the vocabulary.
 | * Follow their teacher’s instructions before playing the game.
* Look at the teacher showing the flashcard and try to guess the picture on it.
* Say “Aha” and the vocabulary.
 |
| **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 colors 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 learn how mix different colors.
3. **Contents:** Listening, pointing, and repeating.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can recognize and learn how mix different colors correctly.
* Task completed: Students can recognize and learn how mix different colors.
* Task uncompleted: Students are unable to recognize and learn how mix different colors.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Name the colors.*** Use DCR on Eduhome to show the students *Task 1. Write the colors.*
* Have them look at the colors and ask them what colors they are.
* Correct the students’ pronunciation if necessary.
* Explain that they can use two different colors to make a new color.
* Lead in the new lesson.
 | * Listen and follow their teacher’s instructions.
* Look at the pictures and say the colors.
* Listen to their teacher’s explanation.
* Be ready for the new lesson.
 |

1. **Practice** (10 minutes)
2. **Objectives:** To practice reading the text about making colors, listening, and filling in the blanks.
3. **Contents:** Listening, Reading, Writing, and Speaking.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can talk about mixing the colors and fill in the blanks correctly.
* Task completed: Students can talk about mixing the colors and fill in the blanks.
* Task uncompleted: Students fail to talk about mixing the colors and fill in the blanks.
1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **Read and fill in the blanks.**
* Use DCR on Eduhome to show the students the text.
* Have them read the text individually.
* Read the text as a whole class.
* Help them correct their pronunciation.
* Demonstrate the activity using the example.
* Have them read and fill in the blanks.
* Check answers as a whole class.
 | * Listen and follow their teacher’s instructions.
* Read the text individually.
* Read the text as a whole class.
* Read and fill in the blanks.
 |
| **D. 1. Look and listen.** (CD2 Track 21)* Have the students look at the script and pictures and ask these questions.

*Who are talking? (Alex and Emma)**What are they talking about? (their favorite color)** Play the audio (using DCR) and have them look and listen.
 | * Look at the script and pictures and ask their teacher’s questions.
* Look and listen.
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| **2. Look and write.** (CD2 Track 22)* Have the students look at the sentences.
* Play the audio (using DCR) and demonstrate the activity using the example.
* Play the audio and have them listen and write.
* Play the audio again and check answers as a whole class.
 | * Look at the sentences.
* Follow their teacher’s instructions.
* Listen and write.
* Listen and check answers as a whole class.
 |
| **3. Practice with your friends.** * Divide the class into two pairs.
* Have the students practice saying the sentences.
* Have some pairs demonstrate the activity in front of the class.
 | * Work with their partner to complete the task.
* Practice saying the sentences.
* Demonstrate the activity in front of the class.
 |

1. **Production** (5 minutes)
2. **Objectives:** To help them remember the vocabulary items and sentence pattern.
3. **Content:** Asking and answering or using DHA.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can ask and answer their friends’ questions about their favorite colors quickly and correctly.
* Task completed: Students can ask and answer their friends’ questions about their favorite colors.
* Task uncompleted: Students cannot identify the flashcards or ask and answer their friends’ questions about their favorite colors.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Make their own stories.*** Have the students work in pairs.
* Ask them to choose one of the stories from *Part 2 – Listen and write.* as a sample.
* Give the students enough time to make their stories using their own ideas.
* Walk around the class and support them if necessary.
* Invite some pairs to present their stories in front of the class.
* Help the students with feedback and correct them if any.
 | * Work with their partner to complete the task.
* Choose one of the stories from *Part 2 – Listen and write.* as a sample.
* Make their stories using their own ideas.
* Present their stories in front of the class.
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| **Option 2: Use DHA on Eduhome.*** Open DHA (Unit 3 – Art Lesson) on Eduhome to help the students review the vocabulary through games: Look and find, Listen and find, and Grammar.
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**E. Consolidation and homework assignment** (5 minutes)

1. **Objectives:** To help the students remember and pronounce the vocabulary items about the colors.
2. **Contents:** Playing the game “Jump” and assigning homework in the Workbook.
3. **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.
 |
| **Homework Assignment** * Require students to do exercises on page 35 in the Workbook.
* Have them copy sentence structures in their Tiếng Anh 3 i-Learn Smart Start Notebook page 20.
* Ask them to prepare Parts E-G, Art Lesson on page 49 in the Student’s Book.
 | * Follow their teacher’s instructions.
* Do homework, copy the structures, 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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