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

**UNIT 4 - HOME**

**Lesson 1 (page 54)**

1. **Objectives**

By the end of this lesson, students will be able to ask where people are.

* 1. **Language knowledge and skills**

**Vocabulary:** living room, bedroom, kitchen, bathroom, yard.

**Sentence pattern:** Where’s Tom?/ He’s in the living room.

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

* 1. **Competences**

**Self-control and independent learning:** identify and ask where people are.

**Communication and collaboration:** work in pairs or groups to ask where people are.

**Critical thinking and creativity:** learn how to ask where people are correctly and fluently.

* 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 review the vocabulary items about the rooms, days of the week and school subjects, generate students’ interests and, lead in the new lesson.
4. **Content:** Playing the game: “Vocabulary Race” or “Slap the board”.
5. **Expected outcomes and assessment**

* Task completed with excellence:Students can slap flashcards or write the words quickly and correctly.
* Task completed: Students can slap flashcards or write the words.
* Task uncompleted: Students slap the wrong flashcards or write the words incorrectly.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Play the *Vocabulary Race* game.**   * Divide the class into four groups and ask them to stand in two lines facing the board. * Draw four columns on the board for Teams A, B, C, and D. * Give a marker to the first student of each team. * Say “1 2 3” and then the students run to the board quickly to write a word related to the given topics on it. Next, the students pass the markers to the next friends and join back of the line. * Have them one minute write the words on the board and say “Stop”. The team with the most words wins. | * Make four lines to play this game. * Follow their teacher’s instructions before playing the game. * Run to the board quickly to write a word on it. * Pass the markers to the next friends and join back of the line. |

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| **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 given topics 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 the sentence pattern and name the rooms in a house correctly.
3. **Contents:** Listening and repeating.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can recognize the sentence pattern and name the rooms in a house correctly.
* Task completed: Students can recognize the sentence pattern and name the rooms in a house.
* Task uncompleted: Students are unable recognize the sentence pattern and name the rooms in a house.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Present the sentence pattern.**   * Use DCR on Eduhome to show the class the sentence structure on Part E, page 54 in their Student’s Book. * Give the students enough time to look at the target sentence structure and have them read it silently. * Ask them to identify the rooms in the pictures 1-8. * Control the class and give them help if needed. * Lead in the new lesson. | * Listen and follow their teacher’s instructions. * Look at the target sentence structure on the screen and read it silently. * Name the rooms in the pictures 1-8. |

**C. Practice** (10 minutes)

1. **Objectives:** To practice asking and answering the question by using the vocabulary items in the target sentence pattern.
2. **Contents:** Pointing, asking, and answering.
3. **Expected outcomes and assessment**

* Task completed with excellence: Students can ask and answer about where people are fluently.
* Task completed: Students can ask and answer about where people are.
* Task uncompleted: Students fail to ask and answer about where people are.

1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **Point, ask, and answer.**  * Divide the class into two pairs. * Demonstrate the activity using the speech bubbles. * Have the student A point and ask, have the student B answer. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class. | * Work with their partner to complete the task. * Follow their teacher’s instructions. * Ask and answer the other student’s question. * Present their work in front of the class. |

1. **Production** (5 minutes)
2. **Objectives:** To help them produce the target sentence pattern.
3. **Content:** Playing the game: “Guess the picture” or using DHA.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can follow the simple instructions in class and do the correct actions quickly.
* Task completed: Students are able to perform the task with some teacher’s and friends’ support.
* Task uncompleted: Students cannot identify the simple instructions in class.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **Option 1: Play *Guess the picture.***  * Use DCR on Eduhome to show the examples to the whole class. * Give the students enough time to look at the examples and read them silently. * Divide the class into two teams. * Have a student stand facing away from the board and stick a flashcard on the board behind them. * Ask the student to guess the flashcard by asking a question. * Have someone from the same team answer. * Give a point to that team if it’s a correct guess. * Invite the other student from each team to continue the game. | * Look at the examples and read them silently. * Work with their friends to play the game. * Stand facing away from the board and guess the flashcard by asking their teammates a question. |
| **Option 2: Use DHA on Eduhome.**   * Open DHA (Unit 4 – Lesson 1) on Eduhome to help the students review the vocabulary through games: Look and find, Listen and find, and Grammar. | * Follow their teacher’s instructions. * Play the game with the whole class. |

**E. Consolidation and homework assignment** (5 minutes)

1. **Objectives:** To help the students remember the target sentence structures.
2. **Contents:** Asking and answering the questions 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**   * Divide the class into two teams. * Show a flashcard to the class and say a name. * Have Team A make a question and Team B answer. * Swap roles and repeat.   e.g.  (Teacher shows a flashcard “living room”.)  Teacher: *“Ben”*  Team A: *“Where’s Ben?”*  Team B: *“He’s in the living room.”* | * Work with their teammates to complete the task. * Follow their teacher’s instructions. * Make questions or answer the questions from the other team. |
| **Homework Assignment**   * Require the students to practice the structures at home. * Ask them to prepare Parts A and B, Lesson 2, Unit 4 on page 55 in the Student’s Book. | * Practice the structures at home. * Prepare the new lesson. |

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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