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

**UNIT 3 - SCHOOL**

**Lesson 1 (page 38)**

1. **Objectives**

By the end of this lesson, students will be able to ask and answer who owns different school supplies.

* 1. **Language knowledge and skills**

**Vocabulary:** *eraser, ruler, pencil, notebook, pencil case.*

**Sentence pattern:** *Is this your eraser? – Yes, it is./ No, it isn’t.*

*Are these your notebooks? – Yes, they are./ No, they aren’t.*

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

* 1. **Competences**

**Self-control and independent learning:** identify and name some simple school objects.

**Communication and collaboration:** work in pairs or groups to ask and answer about the school things.

**Critical thinking and creativity:** learn how to ask and answer about who owns different school supplies 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 family members, generate students’ interests and, lead in the new lesson.
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:** **Playing the game “Circle jump”**   * 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 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:** **Playing the game “Slap the board”**   * Divide the class into two teams and have them form two lines. * Place the flashcards about family members 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 students identify and name some school things.
3. **Contents:** Listening, pointing, and repeating.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can identify and read out loud the words correctly.
* Task completed: Students can identify and read out loud the words.
* Task uncompleted: Students are unable to point and read the correct words.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and point. Repeat.** (CD2 Track 01)  * Arrange the flashcards *(eraser, ruler, pencil, notebook, pencil case)* on the board. * Ask 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 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 *Slow motion*.**   * Divide the class into two teams. * Have students look the pictures in their Student’s Books and guide them how to play the game. * Hold up one flashcard that is covered with a piece of paper. * Very slowly move the paper to reveal the flashcard. * Have students say the new word aloud. * The first student to say the correct word wins one point for their teams. * The team with the most points at the end wins. | * Play with their teammates. * Follow teacher’s instructions. * Look at the flashcard covered with a piece of paper and quickly say the new word when their teacher slowly moves the paper. |

1. **Practice** (10 minutes)
2. **Objectives:** To practice using the simple instructions in class.
3. **Contents:** Listening and Speaking.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can understand and follow simple classroom commands correctly.
* Task completed: Students can use the simple instructions in class.
* Task uncompleted: Students fail to listen or respond the simple instructions in class.

1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD2 Track 02)  * Use DCR to show the useful language and have students look and read the useful language silently. * Explain that we use this to ask someone if something belongs to them. We use “*Is this your…?*” and “*is/isn’t*” with singular nouns and “*Are these your…?*” and “*are/ aren’t*” with plural nouns. * Play the audio and have them look at 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 the 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 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 to check the answers as a whole class. * Have 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. |

1. **Production** (5 minutes)
2. **Objectives:** To help them remember the vocabulary and sentence pattern.
3. **Content:** Playing the game: “Secret Envelopes” 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** |
| **Option 1:** **Playing a game “Secret Envelopes”**   * Have the class work in groups of four or five to complete the task. * Prepare envelopes with word cards in them as follows:   Envelope 1: *Is this your pencil? – No, it isn’t.*  Envelope 2: *Is this your notebook? – Yes, it is.*  Envelope 3: *Is this your pencil case? – No, it isn’t.*  Envelope 4: *Are these your erasers? – No, they aren’t.*  Envelope 5: *Are these your rulers? – Yes, they are.*  Envelope 6: *Are these your pencils? – Yes, they are.*   * Randomly give each group an envelope one at a time. * Get them to look at the words and rearrange the words to make the correct questions and answers. The answers can be Yes or No. * The group having the first correct answer will get a point. | * Work with their friends to play the game. * Carefully listen to and follow teacher’s instructions. * Put the words into the correct order to make meaningful sentences. * Show their answers to the teacher and the whole class. |
| **Option 2: Using DHA on Eduhome**   * Open DHA (Unit 3 – Lesson 1) on Eduhome to help students review the vocabulary through games: Look and find, Listen and find. | * Follow their teacher’s instructions. * Play the game with the whole class. |

1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help students remember and pronounce the vocabulary items.
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 students play the game “Whispers”. * Divide the class into two teams. * Ask 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 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 28 in the Workbook. * Have them copy new words six times in their Tiếng Anh 3 i-Learn Smart Start Notebook, page 17. * Ask them to prepare Parts C and D, Lesson 2 on page 39 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework, copy the new words, and 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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