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

**UNIT 4 - HOME**

**Lesson 2 (page 57)**

1. **Objectives**

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

* 1. **Language knowledge and skills**

**Vocabulary:** cleaning, playing, eating, sleeping, cooking.

**Sentence patterns:** Where’s Dan?/ He’s in the yard.

What’s he doing?/ He’s sleeping.

**Skills:** Reading and Speaking.

* 1. **Competences**

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

**Communication and collaboration:** work in pairs/ groups to ask and answer about what people are doing.

**Critical thinking and creativity:** learn how to ask and answer about what people are doing.

* 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 verbs ending with the -ing form, 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:** **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 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 patterns, identify the rooms, and name things in the pictures correctly.
3. **Contents:** Listening and repeating
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can recognize the sentence patterns, identify the rooms, and name things in the pictures correctly.
* Task completed: Students can recognize the sentence patterns, identify the rooms, and name things in the pictures.
* Task uncompleted: Students are unable to recognize the sentence patterns, identify the rooms, and name things in the pictures.

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 structures in Part E, page 57 in their Student’s Book. * Give the students enough time to look at the target sentence structures and have them read it silently. * Continue asking them to identify the rooms and name things in each room. * 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 structures on the screen and read it silently. * Identify the rooms and name things in each room. |

**C. Practice** (10 minutes)

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

* Task completed with excellence: Students can point to the people/ things to ask and answer where people are and what people are doing smoothly and correctly.
* Task completed: Students can point to the people/ things to ask and answer where people are and what people are doing.
* Task uncompleted: Students fail to point to the people/ things to ask and answer where people are and what people are doing.

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 patterns about asking what people are doing.
3. **Content:** Playing the game: “Pretend” or using DHA.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can ask and answer about what people are doing fluently.
* Task completed: Students are able to ask and answer about what people are doing.
* Task uncompleted: Students cannot ask and answer about what people are doing.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **F. Option 1: Play *Pretend* game.**   * Have the students look at the example. * Have one student come to the front of the class. * Have that student do an action silently. * Have the other students try to guess the action. * Have the students swap roles and repeat. | * Look at the example. * Come to the front of the class. * Do an action silently. * Try to guess the action. |
| **Option 2: Use DHA on Eduhome.**   * Open DHA (Unit 4 – Lesson 2) 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 one or two flashcards to the class and say “he” or “she”. * Have Team A make a question and Team B answer. * Swap roles and repeat.   e.g.  (Teacher shows the flashcard “playing”.)  Teacher: *“he”*  Team A: *“What’s he doing?”*  Team B: *“He’s playing.”* | * 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 3, Unit 4 on page 58 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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