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

**UNIT 1 – MY FRIENDS**

**Lesson 1 (page 12)**

1. **Objectives**

By the end of this lesson, students will be able to spell their names correctly.

* 1. **Language knowledge and skills**

**Vocabulary:** Alfie, Tom, Mai, Nick, Ben, Sue.

**Sentence pattern:** How do you spell “Alfie”?/ A-L-F-I-E.

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

* 1. **Competences**

**Self-control and independent learning:** spell their names correctly.

**Communication and collaboration:** work in pairs or groups to spell their names correctly.

**Critical thinking and creativity:** learn how to spell names 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 help the students review about spelling names, generate students’ interests and, lead in the new lesson.
4. **Content:** Playing the game: “Name spelling” or “Slap the board”.
5. **Expected outcomes and assessment**

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

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Play the *Name spelling* 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. * Spell out a person’s name and then the students run to the board quickly to write a name on it. Next, the students pass the markers to the next friends and join back of the line. * The team with the most correct names 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 name on it. * Pass the markers to the next friends and join back of the line. |
| **Option 2:** **Play the *Slap the board* game.**   * Divide the class into two teams and have them form two lines. * Write 10-20 people’s names on the board. * Spell out a name and have the first student from each group race to slap the correct name on the board and say it out loud. The first student to slap and say the correct word wins a point for their team. | * Make two lines to play this game. * Look at the names on the board. * Carefully listen and run to the board to slap the correct name and read aloud the word on it. |

1. **Presentation** (10 minutes)
2. **Objective:** To help students recognize the sentence pattern and spell names correctly.
3. **Contents:** Listening and repeating.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can identify the sentence structure and spell names correctly.
* Task completed: Students can identify the sentence structure and spell names.
* Task uncompleted: Students are unable to use the sentence structure and spell names.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Present the sentence pattern.**   * Use DCR on Eduhome to show to the class the sentence structure on Part E, page 12 in their Student’s Book. * Give the students enough time to look at the target sentence structure and have them read it silently. * Ask some pairs to ask and answer the question. * 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. * Ask and answer the question. |

**C. Practice** (10 minutes)

1. **Objectives:** To practice asking and answering the question by using the given names.
2. **Contents:** Pointing, asking, and answering.
3. **Expected outcomes and assessment**

* Task completed with excellence: Students can ask and answer the question about spelling names smoothly and correctly.
* Task completed: Students can ask and answer the question about spelling names.
* Task uncompleted: Students fail to ask and answer the question about spelling names.

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. |
| **Extra practice.**   * Divide the class into two teams. * Show a flashcard to the class. * Have Team A make a question and Team B answer. * Swap roles and repeat.   e.g.  (Teacher shows the flashcard “Lucy”.)  Team A: *“How do you spell “Lucy”?*  Team B: *“L-U-C-Y.”* | * Work with their teammates to complete the task. * Follow their teacher’s instructions. * Make questions or answer the questions from the other team. |

1. **Production** (5 minutes)
2. **Objective:** To help them ask and answer the question about spelling names.
3. **Content:** Playing the game: “Chain” or using DHA.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can ask and answer the question about spelling names quickly.
* Task completed: Students are able to perform the task with their teacher’s and friends’ support.
* Task uncompleted: Students cannot ask and answer the question about spelling names.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **Option 1: Play the *Chain* game with your friends’ names.**  * 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 groups of four. * Have the students stand up. * Have the student A turn to the student B and ask the question, then have the student B answer. * Next, have the student B turn to the student C and ask the question, then have the student C answer. * Have some students demonstrate the activity in front of the class. | * Work with their friends to play the game. * Carefully listen to and follow their teacher’s instructions. * Student A turn to the student B and ask the question, then have the student B answer. * Next, the student B turn to the student C and ask the question, then have the student C answer. |
| **Option 2: Use DHA on Eduhome.**   * Open DHA (Unit 1 – Lesson 1) on Eduhome to help 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 students remember the target sentence structure.
2. **Contents:** Playing the game “Whispers” 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 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 the students to practice the structure at home. * Ask them to prepare Parts A and B, Lesson 2, Unit 1 on page 13 in the Student’s Book. | * Practice the structure 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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