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

**UNIT 4 - HOME**

**Lesson 3 (page 60)**

1. **Objectives**

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

* 1. **Language knowledge and skills**

**Vocabulary:** mirror, picture, sofa, table, box, house.

**Sentence pattern:** Is the table in the living room?/ Yes, it is./ No, it isn’t.

**Skills:** Reading and Speaking.

* 1. **Competences**

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

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

**Critical thinking and creativity:** learn how to ask and answer about where things are.

* 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 things, generate students’ interests and, lead in the new lesson.
4. **Content:** Playing the game: “Jump” or “Slap the board”.
5. **Expected outcomes and assessment**

* Task completed with excellence:Students can slap flashcards or jump and say the words quickly and correctly.
* Task completed: Students can slap flashcards or jump 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 *Jump* game.**   * Ask the children to stand at their desks. * Hold up a flashcard from the vocabulary set and say a word. * If the word is the same as the flashcard, they jump. If it isn't, they keep still. * Ask them to say the word on the flashcard. | * Stand at their desks to play the game. * Look at the flashcard and listen to their teacher. * Jump if the word is the same as the flashcard. * Don’t jump if the word isn’t the same as the flashcard. * Say the word on the flashcard. |
| **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 things 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 things and the rooms correctly.
3. **Content:** Speaking.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can identify the sentence structure and name the things and the rooms correctly.
* Task completed: Students can identify the sentence structure and name the things and the rooms.
* Task uncompleted: Students are unable to use the sentence structure or name the things and the rooms.

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 in Part E, page 60 in their Student’s Book. * Give the students enough time to look at the target sentence structure and have them read it silently. * Continue asking them what things and the room in each picture are. * 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 things and rooms in the pictures. |

**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 point to the things to ask and answer the questions about where things are smoothly and correctly.
* Task completed: Students can point to the things to ask and answer the questions about where things are.
* Task uncompleted: Students fail to point to the things to ask and answer the questions about where things are.

1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **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 about asking where things are.
3. **Content:** Playing the game: “Memory” or using DHA.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can ask and answer about where things are confidently.
* Task completed: Students are able to ask and answer about where things are.
* Task uncompleted: Students cannot ask and answer about where things are.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **Option 1: Look at Part E. Play the *Memory* game.**  * 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. * Have the students work in pairs to complete the task. * Have the student B ask questions about Part E using the useful language from the lesson and have the student A answer. * Have the students swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class. | * Listen and follow their teacher’s instructions. * Look at the examples and read them silently. * Work in pairs to complete the task. * Ask questions about Part E using the useful language from the lesson and have the other student answer. * Present their answers to the whole class. |
| **Option 2: Use DHA on Eduhome.**   * Open DHA (Unit 4 – Lesson 3) 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. |

1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help the students remember the target sentence structures.
3. **Contents:** Asking and answering the questions and assigning homework in the Workbook.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can ask and answer about where things are confidently.
* Task completed: Students are able to ask and answer about where things are.
* Task uncompleted: Students fail to ask and answer about where things are.

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 “yes” or “no”. * Have Team A make a question and Team B answer. * Swap roles and repeat.   e.g.  (Teacher shows the flashcard “table”.)  Teacher: *“yes”*  Team A: *“Is the table in the living room?”*  Team B: *“Yes, it is.”*  (Teacher shows the flashcard “sofa”.)  Teacher: *“no”*  Team A: *“Is the sofa in the bathroom?”*  Team B: *“No, it isn’t.”* | * 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, Culture Lesson, Unit 4 on page 61 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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