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

**UNIT 7 - TOYS**

**Lesson 2 (page 99)**

1. **Objectives**

By the end of this lesson, students will be able to talk about how many things they have.

* 1. **Language knowledge and skills**

**Vocabulary:** *card, block, dice, marble.*

**Sentence pattern:** *How many marbles do you have?/ I have five marbles.*

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

* 1. **Competences**

**Self-control and independent learning:** identify and talk about how many things they have.

**Communication and collaboration:** work in pairs/ groups to talk about how many things they have.

**Critical thinking and creativity:** learn how to ask and answer about how many things they have.

* 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 the vocabulary items about the things, generate students’ interests, and lead in the new lesson.
4. **Content:** Playing the game: “Yes or No” or “Repeating”.
5. **Expected outcomes and assessment**

* Task completed with excellence:Students can jump to the correct side or repeat the correct words on the flashcards quickly.
* Task completed: Students can jump to the correct side or repeat the correct words on the flashcards.
* Task uncompleted: Students jump to the incorrect side or find it difficult to pronounce some words.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Play the *Yes or No* game.**   * Draw a line on the ground with chalk. * Explain to the students that one side is Yes and the other side is No. * Show the students a flashcard and ask them a question: *Is this a block?* * Get the class to jump to the correct side to the answer. * Lead in the new lesson. | * Play the game with the whole class. * Listen to their teacher’s instructions. * Look at the flashcards and carefully listen to teacher’s questions. * Jump to the correct side (Yes/No) to show their answer. * Be ready for the new lesson. |
| **Option 2:** **Play the *Repeating* game.**   * Put a selection of the flashcards about the things on the board. * Point to a flashcard and say a word. If the word is correct, the students repeat it. If not, they stay silent. | * Follow their teacher’s instructions before playing the game. * Look at the flashcard, listen to their teacher saying the word on each card, and repeat the word if it is correct. |

1. **Presentation** (10 minutes)
2. **Objective:** To help the students identify and name the 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.** (CD3 Track 30)  * Arrange the flashcards *(card, block, dice, marble)* on the board. * Ask the 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 their 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 *Four corners*.**   * Put one flashcard in each of the four corners of the classroom. * Make sure that all students can pronounce the new word in each card. * Choose one student to come to the front of the class. * Have the student close their eyes and have the rest of the class stand up and point to a flashcard of their choice. * Have the student at the front say one of the words. All students pointing at that flashcard are “out”. They must sit down. * Continue the game until only one student is left standing. | * Play with the whole class. * Identify and say the new words in the flashcards of the four corners correctly. * One student to come to the front of the class. * Stand up and point to a flashcard they like. * One student at the front of the class says one of the new words. Students pointing at that flashcard must sit down. * Play the game until the last students is still standing. |

1. **Practice** (10 minutes)
2. **Objective:** To practice asking and answering about how many things they have.
3. **Contents:** Listening and Speaking.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can ask and answer about how many things they have correctly and smoothly.
* Task completed: Students can ask and answer about how many things they have.

1. Task uncompleted: Students fail to ask and answer about how many things they have.
2. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD3 Track 31)  * Use DCR on Eduhome to show the useful language and have the students look and read the useful language silently. * Explain that we use this to ask about the quantity of certain items that someone has. We use this when we are interested or want to compare to how many we have ourselves. * 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 their 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, read, and put a (✓) or a (🗶). Practice.**   * Demonstrate the activity using the example. * Have the students look and put a (✓) or a (🗶) in each box in their Student’s Books. * Divide the class into pairs and have them check each other’s work. * Use DCR on Eduhome to check the answers as a whole class. * Have some pairs practice saying the sentences. * Monitor the class and support if needed. | * Carefully look at the teacher demonstrating the activity. * Look and put a (✓) or a (🗶) in each box 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 about the things they have.
3. **Content:** Playing the game: “Disappearing cards” or using DHA.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can name all the flashcards in order quickly.
* Task completed: Students can remember the flashcard’s sequence.
* Task uncompleted: Students cannot remember some disappearing flashcards on the board.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Play the *Disappearing cards* game.**   * Put a selection of flashcards in a line on the board. * Get the students to name them in order. * When they can do this activity easily, start to turn the flashcards over so that they have to remember the sequence. | * Look at the flashcards on the board. * Name the flashcards in order. * Try to remember the flashcard’s sequence. |
| **Option 2: Use DHA on Eduhome.**   * Open DHA (Unit 7 – 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. |

1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help the students remember the target sentence structures and vocabulary items.
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 the things they have correctly and smoothly.
* Task completed: Students are able to ask and answer about the things they have.
* Task uncompleted: Students fail to ask and answer about the things they have.

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 number. * Have Team A make a question and Team B answer. * Swap roles and repeat.   e.g.  (Teacher shows the flashcard “card”.)  Teacher: *“four”*  Team A: *“How many cards do you have?”*  Team B: *“I have four cards.”* | * 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 do exercises on page 70 in the Workbook. * Have them copy each new word six times in their Tiếng Anh 3 i-Learn Smart Start Notebook, page 38. * Ask them to prepare Parts C and D, Lesson 2 on page 100 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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