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

**UNIT 3 - SCHOOL**

**Lesson 1 (page 40)**

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

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

**Skill:** Speaking.

* 1. **Competences**

**Self-control and independent learning:** practice using the target sentence structures.

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

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

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Playing the game “Vocabulary Race”**   * 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. * Say “1 2 3” and then the students run to the board quickly to write a school thing on it. Next, the students pass the markers to the next friends and join back of the line. * Have them one minute write the words on the board and say “Stop”. The team with the most words wins. | * Make four lines to play this game. * Follow teacher’s instructions before playing the game. * Run to the board quickly to write a school thing on it. * Pass the markers to the next friends and join back of the line. |
| **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 recognize the sentence pattern and name the school things correctly.
3. **Contents:** Listening and repeating.
4. **Expected outcomes and assessment**

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

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 40 in their Student’s Book. * Give students enough time to look at the target sentence structure and have them read it silently. * Ask them how to answer the given question with “No”. * Continue asking them what school objects in each picture are. * Control the class and give them help if needed. * Lead in the new lesson. | * Listen and follow teacher’s instructions. * Look at the target sentence structure on the screen and read it silently. * Answer the question with “No”. * Name the school things in each picture. |

**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 school things, ask, and answer the questions smoothly and correctly.
* Task completed: Students can point to the school things, ask, and answer the questions.
* Task uncompleted: Students fail to point to the school things, ask, and answer the questions.

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 student A point and ask, have 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 and say “yes” or “no”. * Have Team A make a question and Team B answer. * Swap roles and repeat.   e.g.  (Teacher shows a flashcard “pencil”.)  Teacher: *“Yes”*  Team A: *“Is this your pencil?”*  Team B: *“Yes, it is.”* | * 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. **Objectives:** To help them produce the target sentence pattern.
3. **Content:** Playing the game: “Guess whose” 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** |
| 1. **Option 1: Play *Guess whose.***  * Use DCR on Eduhome to show the examples to the whole class. * Give students enough time to look at the examples and read them silently. * Divide the class into groups of four. * Ask a student from each group to cover their eyes. * Let the other students put one of their own items on the desk in a random order. * Ask the student to open their eyes and try to guess. * Have other students respond. * Require them to swap roles and repeat. | * 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: Use 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 the target sentence structures.
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 practice the structures at home. * Ask them to prepare Parts A and B, Lesson 2, Unit 3 on page 41 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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