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

**GETTING STARTED**

**Lesson 1 (page 5)**

1. **Objectives**

By the end of this lesson, students will be able to follow simple instructions in class.

* 1. **Language knowledge and skills**

**Vocabulary:** stand up, sit down, hands up.

**Sentence pattern:** Stand up, please.

**Skills:** Listening and Speaking.

* 1. **Competences**

**Self-control and independent learning:** understand and follow simple instructions in class.

**Communication and collaboration:** work in pairs or groups to practice the classroom commands.

**Critical thinking and creativity:** learn how to respond to each instruction correctly and immediately.

* 1. **Attributes**

**Kindness:** support their friends to complete the learning tasks.

**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, Digital Book (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 generate students’ interests and lead in the new lesson.
4. **Content:** Reviewing the colors or playing the “Snake” game.
5. **Expected outcomes and assessment**

* Task completed with excellence:Students can slap flashcards and say the words correctly.
* Task completed: Students can slap correct flashcards and say the words.
* Task uncompleted: Students can slap flashcards, but mispronounce the words/ say nothing.

1. **Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Review the colors.**   * 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. |
| **Option 2:** **Play the “Snake” game.**   * Have the class stand up and play the game. * Give the ball to the first student and ask them to begin by saying a color. * Then the first student passes the ball to any of their friends. The second friend will name another color. * The students who are unable to say the colors will sit down. The last student who stands up at the end of the game is the winner. * Lead in the new lesson. | * Follow teacher’s instructions before playing the game. * Play the game with the whole class. * Be ready for the new lesson. |

1. **Presentation** (5 minutes)
2. **Objective:** To introduce the students some simple instructions in class.
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 the new words, but sometimes mispronounce “s” in the phrase “hands up”.
* Task uncompleted: Students are unable to point and read the correct words.

1. **Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **Listen and point. Repeat.** (CD1 Track 02)  * Arrange the flashcards *(stand up, sit down, hands up)* on the board to introduce the new words. * Ask the students to listen and pay their attention. * Play the audio (using DCR) 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 teacher’s instructions. * Point to the pictures in their Student’s Books. * Listen and repeat. * Work with their partner to complete the task. |

1. **Practice** (10 minutes)
2. **Objectives:** To practice using the simple instructions in class.
3. **Contents:** Listening and Speaking.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can understand and follow simple classroom commands correctly.
* Task completed: Students can use the simple instructions in class.
* Task uncompleted: Students fail to listen or respond the simple instructions in class.

1. **Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **Listen and point. Repeat. Role-play.**   (CD1 Track 03)   * Have students call out the things they can see in each picture. * Play the audio and have them point to the characters. * Play the audio again and have them repeat the new words. * Divide the class into pairs to role-play the dialogue. * Swap roles and repeat. * Invite some pairs to demonstrate the activity in front of the whole class. * Go around the class and support them if necessary. | * Name the things they see in the pictures. * Listen and point to the characters. * Listen and repeat the new words. * Practice the dialogue with their partner and change their roles. * Demonstrate the activity in front of the class. |
| 1. **Point, say, and do.**  * Divide the class into two teams. * Show a flashcard to the class. * Have Team A call out the command and Team B do the action. * Swap roles and repeat. * Monitor the class and support if needed. | * Work with their team to complete the task. * Call out the classroom command for the other team to do the action and swap their roles. |

1. **Production** (10 minutes)
2. **Objectives:** To help them remember the vocabulary and sentence pattern.
3. **Content:** Playing the game: “Simon says” or “Jump”.
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 their teacher’s and friends’ support.
* Task uncompleted: Students cannot identify the simple instructions in class.

1. **Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **Option 1: Play *Simon says*.**  * Have the students time to look and read at the examples. * Tell them they must only follow commands that start with “Simon says…”. * Model the activity in front of the class. * Demonstrate the game by giving the students different commands. If the command starts with “Simon says…”, students must do the action. If it doesn’t start with “Simon says”, students who do the action must sit down. * Invite one student to come to the front of the class to be “Simon”. * Ask them to swap roles and repeat with a new “Simon”. | * Look and read at the sentences on page 5. * Listen and follow their teacher’s instructions carefully. * Play the game with the whole class. |
| **Option 2: Play the *Jump* game.**   * Have the class play the game “Jump”. * Ask them 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. | * Follow their teacher’s instructions. * Stand at their desks when playing the game. * Look at the flashcard and listen to the teacher. * Jump if the teacher says the same word on the flashcard. * Keep still if the teacher doesn’t say the same word on the flashcard. |
| **Option 3: Use DHA on Eduhome**  Open DHA (Getting Started – 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. |

1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To review the new language and sentence pattern.
3. **Contents:** Playing the game “Guessing” and assigning homework in the Workbook.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can understand and follow simple classroom commands, use the words and sentence pattern correctly and fluently.
* Task completed: Students are able to use simple classroom commands.
* Task uncompleted: Students fail to follow and respond the simple instructions in class.

1. **Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation**   * Have the students play the game “Guessing”. * Divide the class into two teams. * Invite one student from each group to come to the front of the class and face to their friends. * Place each flashcard *(stand up, sit down, hands up)* at a different place on the board. * Quickly change the flashcard’s position and stand next to one of them and ask the student from each group to guess which flashcard that the teacher is standing next to. * The team having more correct answers will win. | * Play the game “Guessing” with their friends and teacher. * Follow their teacher’s instructions before playing the game. * Guess the flashcard that the teacher is standing next to. |
| **Homework Assignment**   * Require the students to do exercises on page 3 in the Workbook. * Have them copy new words and structure in their Tiếng Anh 3 i-Learn Smart Start Notebook, page 2. * Ask them to prepare Lesson 2 on page 6 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:

…………………………………………………………………………………………

1. What I learned from this lesson today:

…………………………………………………………………………………………

1. What I should improve for this lesson next time:

…………………………………………………………………………………………