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

**UNIT 3 – SCHOOL**

**Art Lesson (page 49)**

1. **Objectives**

By the end of this lesson, students will be able to confidently ask what people’s favorite color is.

**Language knowledge and skills**

**Vocabulary:** green, orange, pink, purple, gray, favorite.

**Sentence patterns:** My favorite color is yellow./ I can make orange with yellow and red.

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

* 1. **Competences**

**Self-control and independent learning:** identify and ask what people’s favorite color is.

**Communication and collaboration:** work in pairs or groups to talk about their favorite colors.

**Critical thinking and creativity:** learn how to ask and answer about their favorite colors.

* 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 colors, generate students’ interest, 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**

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| **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 their teacher’s instructions before playing the game. * Play the game with the whole class. * Be ready for the new lesson. |

1. **Presentation** (10 minutes)
2. **Objective:** To help the students get some general information about the text.
3. **Contents:** Skimming the text.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can quickly identify and read the text to answer their teacher’s questions.
* Task completed: Students can identify and read the text to answer their teacher’s questions.
* Task uncompleted: Students are unable to identify and read the text to answer their teacher’s questions.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Read and answer the questions.**   * Use DCR on Eduhome to show the students the text. * Ask them to read the text quickly and answer the questions: * *What is the boy’s name?* * *What is his favorite color?* * Check answers as a whole class. | * Listen and follow their teacher’s instructions. * Read the text and answer their teacher’s questions. |

1. **Practice** (10 minutes)
2. **Objectives:** To help the students practice reading and deciding whether the statements are True or False and writing about their favorite color.
3. **Contents:** Reading and Writing.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can practice reading and deciding whether the statements are True or False and writing about their favorite color correctly.
* Task completed: Students can practice reading and deciding whether the statements are True or False and writing about their favorite color.
* Task uncompleted: Students fail to practice reading and deciding whether the statements are True or False and writing about their favorite color.

1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| **E. 1. Read and circle True or False.**   * Use DCR on Eduhome to show the students the text. * Have the students read the text individually. * Read the text as a whole class. * Demonstrate the activity using the example. * Have them read and circle “True” or “False”. * Check answers as a whole class. | * Listen and follow their teacher’s instructions. * Read the text individually. * Read the text as a whole class. * Read and circle “True” or “False”. |
| **2. Circle Minh’s favorite color.**   * Have the students read the text again. * Have the students circle Minh’s favorite color. * Check the answer as a whole class. | * Read the text again. * Circle Minh’s favorite color. * Check the answer as a whole class. |

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| **F. Look at E. Write about your favorite color.**   * Have the students read the text in Part E again. * Ask them to fill in the blanks about their favorite color. | * Read the text in Part E again. * Fill in the blanks about their favorite color. |

1. **Production** (5 minutes)
2. **Objectives:** To help them talk about their favorite color.
3. **Content:** Talking about the colors or using DHA.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can talk about their favorite color fluently.
* Task completed: Students can talk about their favorite color.
* Task uncompleted: Students cannot talk about their favorite color.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1: G. Tell your friends about your favorite**  **color.**   * Divide the class into four groups. * Have the students read their sentences to their group. * Afterwards, have some students read their sentences in front of the class. | * Work with their partner to complete the task. * Read their sentences to their group. * Read their sentences in front of the class. |
| **Option 2: Use DHA on Eduhome**   * Open DHA (Unit 3 – Art Lesson) on Eduhome to help the students review the vocabulary through games: Look and find, Listen and find, and Grammar. |  |

**E. Consolidation and homework assignment** (5 minutes)

1. **Objectives:** To help the students talk about the colors.
2. **Contents:** Playing the game “Guessing” and assigning homework in the Workbook
3. **Expected outcomes and assessment**

* Task completed with excellence: Students can tell their friends about the colors fluently.
* Task completed: Students are able to tell their friends about the colors.
* Task uncompleted: Students fail to tell their friends about the colors.

1. **Organization**

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| **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 about the colors 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. |

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| **Homework Assignment**   * Ask them to prepare Unit 3 – Review and Practice on page 50 in the Student’s Book. | * 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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