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

**UNIT 7 – TOYS**

**Review and Practice (page 109)**

1. **Objectives**

By the end of this lesson, students will be able to review talking about what they can see, talking about how many things they have, and saying where to put different things.

* 1. **Language knowledge and skills**

**Vocabulary:** *marble, block, robot, card, doll, sofa, toy box.*

**Sentence patterns:** *What can you see?/ How many cards?/ Put the doll in the toy box.*

**Skill:** Speaking.

* 1. **Competences**

**Self-control and independent learning:** review talking about what they can see, talking about how many things they have, and saying where to put different things.

**Communication and collaboration:** work in pairs or groups to talk about what they can see, talk about how many things they have, and say where to put different things.

**Critical thinking and creativity:** learn how to talk about what they can see, talk about how many things they have, and say where to put different things.

* 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 help the students review the previous lessons, generate the students’ interests, and lead in the Review and Practice lesson.
4. **Content:** Playing the game: “Roll the dice” or “Bingo”.
5. **Expected outcomes and assessment**

Task completed with excellence:Students can remember the words in each category or identify the vocabulary items on the flashcards quickly and correctly.

* Task completed: Students can remember the words in each category or identify the vocabulary items on the flashcards.
* Task uncompleted: Students are unable to remember the words in each category or identify the vocabulary items on the flashcards.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Play the *Roll the dice* game.**   * Divide the class into two groups to play the game. * Choose six categories *(toys, clothes, sports, school subjects, school things, and colors)* and assign each category to a number on the dice. * Ask each team to roll the dice and say a word related to that category. * The team with the most correct answers wins the game. | * Work with their teammates to play the game. * Follow their teacher’s instructions. * Roll the dice and say a word related to that category. |
| **Option 2:** **Play the *Bingo* game.**   * Write a list of 15 words on the board. * Ask the students to choose 5 words and write them on their paper. * Show a flashcard to the class. If they have the word, they tick it. The student who ticks all 5 words they have chosen shouts *“Bingo”* and wins the game. * Lead in the new lesson. | * Look at the words on the board. * Choose 5 words and write them on their paper. * Look at the flashcard and tick the word if they have. |

1. **Presentation** (5 minutes)
2. **Objective:** To help the students identify the pictures and get some general ideas before playing the game.
3. **Content:** Speaking.
4. **Expected outcomes and assessment**

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

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Answer the questions.**   * Use DCR on Eduhome to show the class the pictures on page 109. * Point to each picture and ask them to ask these questions. * *What toy is it?/ What is it?* * *Where is the bed?* * Walk round the class and support them if needed. | * Look at the pictures on page 109. * Look at the pictures and answer their teacher’s questions. |

1. **Practice** (10 minutes)
2. **Objective:** To practice their Speaking skill by talking about what they can see, talking about how many things they have, and saying where to put different things.
3. **Content:** Speaking
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can talk about what they can see, talk about how many things they have, and say where to put different things correctly.
* Task completed: Students can talk about what they can see, talk about how many things they have, and say where to put different things.
* Task uncompleted: Students fail to talk about what they can see, talk about how many things they have, and say where to put different things.

1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| **Play *Connect three*.**   * Divide the class into groups of four with two pairs in each group. * Guide the students how to play the game. * Have the pairs play rock, paper, scissors to see which pair goes first. * Have the winning pair choose a space, match the symbol to the useful language, then ask and answer. * Have the pair mark that space as theirs if they use the useful language correctly. * Ask them to take turns. * The pair that gets three spaces in a horizontal, vertical or diagonal line wins the game. | * Work in groups to complete the task. * Follow their teacher’s instructions before playing the game. * Play rock, paper, scissors to start the game. * Choose a space, match the symbol to the useful language, then ask and answer. * Mark the space as theirs if they use the useful language correctly. * Swap their roles and play the game. |
| **Correct homework.**   * Ask some students to present their homework (Workbook, pages 76-77) on the board. * Walk around the class and check the students’ homework. * Afterwards, check the answers on the board with the whole class. | * Write the answers on the board. * Check the answers with their teacher and friends. |

1. **Production** (10 minutes)
2. **Objectives:** To help them remember the vocabulary and sentence pattern.
3. **Content:** Asking and answering the questions.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can talk about what they can see, talk about how many things they have, and say where to put different things and fluently.
* Task completed: Students are able to talk about what they can see, talk about how many things they have, and say where to put different things.
* Task uncompleted: Students cannot talk about what they can see, talk about how many things they have, and say where to put different things.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Ask and answer.**   * Let the class work in pairs to complete the task. * Have the students practice using the structures to ask and answer about what they can see *(What can you see?)*, how many things they have *(How many cards do you have?)*, and say where to put different things *(Put the robot in the toy box.)*. * Show the flashcards to the class. * Require them to look at the flashcards and use the appropriate structures to ask their friends. * Monitor the class and support them if necessary. | * Work with their partner to complete the task. * Follow their teacher’s instructions. * Look at the flashcards and use the appropriate structures to ask their friends. |

1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help the students memorize the key language structures they learned.
3. **Contents:** Asking the questions and assigning homework.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can memorize the target sentence patterns correctly.
* Task completed: Students are able to memorize the target sentence patterns.
* Task uncompleted: Students fail to memorize the target sentence patterns.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Consolidation**   * Give the students enough time to memorize the target language structures they learned. * Ask some students to say the language structures in front of the class. * Have the class evaluate their learning achievement by circling the happy/unhappy faces. * Correct the students if needed. | * Memorize the target language structures they learned. * Present the language structures in front of the class. |
| **Homework Assignment**   * Ask them to prepare Unit 8 - Lesson 1 on page 110 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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