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

**UNIT 7 - TOYS**

**Lesson 3 (page 104)**

1. **Objectives**

By the end of this lesson, students will be able to say where to put different things confidently.

* 1. **Language knowledge and skills**

**Vocabulary:** *under, on, in, toy box, wardrobe.*

**Sentence patterns:** *Put the ball under the bed./ Put the book on the table.*

**Skill:** Speaking.

* 1. **Competences**

**Self-control and independent learning:** identify and say where to put different things.

**Communication and collaboration:** work in pairs or groups to say where to put different things.

**Critical thinking and creativity:** learn how to say where to put different things.

* 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 the prepositions and things, generate students’ interests, and lead in the new lesson.
4. **Content:** Playing the game: “Jump” or “Slap the board”.
5. **Expected outcomes and assessment**
* Task completed with excellence:Students can slap flashcards or jump and say the words quickly and correctly.
* Task completed: Students can slap flashcards or jump and say the words.
* Task uncompleted: Students slap the wrong flashcards or pronounce the words incorrectly.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Play the *Jump* game.*** Ask the students 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.
 | * Stand at their desks to play the game.
* Look at the flashcard and listen to their teacher.
* Jump if the word is the same as the flashcard.
* Don’t jump if the word isn’t the same as the flashcard.
* Say the word on the flashcard.
 |
| **Option 2:** **Play the *Slap the board* game.*** Divide the class into two teams and have them form two lines.
* Place the flashcards about the prepositions and things 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.
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1. **Presentation** (10 minutes)
2. **Objective:** To help the students recognize the sentence pattern and name the 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 the class the sentence structure in Part E, page 104 in their Student’s Book.
* Give the students enough time to look at the target sentence structure and have them read it silently.
* Continue asking them what things in the pictures are.
* Control the class and give them help if needed.
* Lead in the new lesson.
 | * Listen and follow their teacher’s instructions.
* Look at the target sentence structure on the screen and read it silently.
* Name the things in the pictures.
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**C. Practice** (10 minutes)

1. **Objectives:** To practice talking about where to put different things.
2. **Contents:** Pointing and saying.
3. **Expected outcomes and assessment**
* Task completed with excellence: Students can point to the things and say where to put different things smoothly and correctly.
* Task completed: Students can point to the things and say where to put different things.
* Task uncompleted: Students fail to point to the things and say where to put different things.
1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **Point and say.**
* Divide the class into two pairs.
* Demonstrate the activity using the speech bubbles.
* Have the student A point, have the student B say.
* 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.
* Point and say where to put different things.
* Present their work in front of the class.
 |
| **Extra practice.** * Show two flashcards to the class and say a preposition.
* Have the class say where to put different things.

e.g.(Teacher shows two flashcards “ball” and “toy box”.)Teacher: *“in”*Class: *“Put the ball in the toy box.”* | * Work with their teammates to complete the task.
* Follow their teacher’s instructions.
* Say where to put different things.
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1. **Production** (5 minutes)
2. **Objectives:** To help them follow different commands and say where to put different things fluently.
3. **Content:** Playing the game: “Simon says” or using DHA.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can follow different commands and say where to put different things fluently.
* Task completed: Students are able to follow different commands and say where to put different things.
* Task uncompleted: Students cannot follow different commands or say where to put different things.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **F. 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 at the examples and read them silently.
* Listen and follow their teacher’s instructions.
* Play the game with their teacher and the whole class.
 |
| **Option 2: Use DHA on Eduhome.*** Open DHA (Unit 7 – Lesson 3) 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.
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**E. Consolidation and homework assignment** (5 minutes)

1. **Objectives:** To help the students remember the vocabulary items.
2. **Contents:** Playing the game “Whispers” and assigning homework in the Workbook.
3. **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 the students play the game “Whispers”.
* Divide the class into two teams.
* Ask the 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 their teacher’s instructions before playing the game.
* Quickly whisper the word into the ear of the friend standing next to them.
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| **Homework Assignment** * Require the students to practice the structures at home.
* Ask them to prepare Parts A and B, Math Lesson, Unit 7 on page 105 in the Student’s Book.
 | * Practice the structures at home.
* Prepare the new lesson.
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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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