**Week 10 : Teaching date : 11 / 11/ 2024**

**Period 37: UNIT 3 - WEATHER**

**Lesson 2.3 (page 39)**

1. Objectives

By the end of this lesson, students will be able to talk about weather and invite their friends to do something.

* 1. Language knowledge and skills

Vocabulary: sunny, rainy, windy, cloudy, foggy, snowy, make a snowman, have a picnic, do arts and crafts, fly a kite, go for a walk.

Sentence pattern: It’s sunny today. Would you like to have a picnic with me?

 Yes, I’d love to. / No, thanks.

Skills: Reading, Writing, and Speaking.

* 1. Competences

Self-control and independent learning: know how to talk about weather and invite their friends to do something.

Communication and collaboration: work in pairs/ groups to ask and answer about the weather and leisure activities.

Critical thinking and creativity: learn how to talk about weather and invite their friends to do something.

* 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 4 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 4 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 weather and activities, generate students’ interests and, lead in the new lesson.
4. Content: Playing the game: “Circle jump” or “Slap the board”.
5. Expected outcomes and assessment
* Task completed with excellence: Students can slap flashcards or jump inside the correct circle and say the words quickly and correctly.
* Task completed: Students can slap flashcards or jump inside the correct circle 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 |
|  Play the Circle jump game.* Vocabulary: sunny, rainy, windy, cloudy, foggy, snowy, make a snowman, have a picnic, do arts and crafts, fly a kite, go for a walk..
* Divide the class into two groups and make two lines to play the game.
* Draw two large circles on the ground with chalk.
* Place a flashcard in each circle.
* Call out a word, and a student from each team has to run and stand inside the corresponding circle as quickly as possible.
* Ask them to say the word when standing inside the circle.
* The first student getting the correct answer wins a point for their team.
 | * Make two lines to play this game.
* Follow their teacher’s instructions before playing the game.
* Quickly run and stand inside the corresponding circle when the teacher says a word.
* Say aloud the word when standing inside the circle.
 |

1. Main lesson
2. Practice 1 (10 minutes)
3. Objective: To help the students recognize the sentence pattern and invite their friends to do activities correctly.
4. Contents: Listening and repeating.
5. 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 on Part E, page 39 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 “Yes” or “No”.

If there is a tick, ask Ss to say Yes, I’d love to.If there is a cross, ask Ss to say “No, thanks”* Continue asking them what the weather is like and name of the activity is in each picture 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.
* Answer the question with “No”.
* Name the weather and activity in each picture.
 |

1. Practice 2 (10 minutes)
2. Objectives: To practice asking and answering the question by using the vocabulary items in the target sentence pattern.
3. Contents: Pointing, asking, and answering.
4. Expected outcomes and assessment
* Task completed with excellence: Students can point to the picture, talk about the weather and invite people to do something smoothly and correctly.
* Task completed: Students can point to the picture, talk about the weather and invite people to do something.
* Task uncompleted: Students fail to point to the picture, talk about the weather and invite people to do something.
1. Organization:

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| Teacher’s activities | Students’ activities |
| 1. Point, ask, and answer.
* Divide the class into two teams: Boys and Girls
* Demonstrate the activity using the speech bubbles.
* Have the Boys point and ask, have the Girls answer.

For example: The teacher shows flashcard “have a picnic – sunny - tick”Team Boys: It’s sunny today. Would you like to have a picnic with me?Team Girls: Yes, I’d love to.* 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.
 |

1. Production (5 minutes)
2. Objectives: To help them produce the target sentence pattern.
3. Content: Filling the form or using DHA.
4. Expected outcomes and assessment
* Task completed with excellence: Students can talk about what the weather is like and invite people to do something confidently.
* Task completed: Students are able to talk about what the weather is like and invite people to do something.
* Task uncompleted: Students cannot talk about what the weather is like and invite people to do something.
1. Organization

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| Teacher’s activities | Students’ activities |
| 1. Option 1: Play the chain game.
* Teachers make the sentence about weather and inviting first to ask the monitor as an example:

“It’s snowy today. Would you like to go skiing with me?”The monitor answers freely: “Yes, I’d love to” or “No, thanks”* After relying with the T, the monitor invites 1 other to practise.
* Ask students to continuously practise one by one.
* Teacher gives feedback if necessary.
 | * Listen and follow their teacher’s instructions.
* Look at the examples.
* Practise continuously.
 |
| Option 2: Use DHA on Eduhome.Open DHA (Unit 3 – Lesson 2) 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. |

1. Consolidation and homework assignment (5 minutes)
2. Objectives: To help the students remember the target sentence structures.
3. Contents: Asking and answering the questions and assigning homework in the Workbook.
4. Expected outcomes and assessment
* Task completed with excellence: Students can talk about what the weather is like and invite people to do something fluently.
* Task completed: Students are able to talk about what the weather is like and invite people to do something
* Task uncompleted: Students fail to talk about what the weather is like and invite people to do something.
1. Organization

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| Teacher’s activities | Students’ activities |
| Ask and answer.* Divide the class into 3 teams.

A BC * Show a flashcard to the class: Thump-up is for “Yes, I’d love to” or thump –down is for “No, thanks”.
* Have Team A say the weather

Team B say the invitation.C answer “Yes, I’d love to” or “No, thanks”* Swap roles and repeat.

e.g.(Teacher shows the flashcard “foggy” - “do arts and crafts” and thump up.)Team A: “It’s foggy today”Team B: “Would you like to do arts and crafts with me?”Team C: Yes, I’d love to.(Teacher shows the flashcard “snowy – make a snowman – thump down”.)Team A: ‘It’s snowy today”Team B: “Would you like to make a snowman with me?”Team C: “No, thanks.” | * Work with their teammates to complete the task.
* Follow their teacher’s instructions.
* Make questions or answer the questions from the other team.
 |
| Homework Assignment * Require the students to practice the structures at home.
* Ask them to prepare Parts A and B, Lesson 3, Unit 3 on page 40 in the Student’s Book.
 | * Practice the structures at home.
* Prepare the new lesson.
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 Teaching date : 11 / 11/ 2024

 **Period 38 : UNIT 3 - WEATHER**

**Lesson 3.1 (page 40)**

1. Objectives

By the end of this lesson, students will be able to talk about things to bring in different weather.

* 1. Language knowledge and skills

Vocabulary: Sunglasses, coat, cap, raincoat, umbrella, gloves.

Sentence pattern: Bring your sunglasses because it’s sunny today.

 OK, thank you.

Skills: Listening, Reading, Writing, and Speaking.

* 1. Competences

Self-control and independent learning: identify and talk about things to bring in different weather.

Communication and collaboration: work in pairs or groups to talk about things to bring in different weather.

Critical thinking and creativity: learn how to remind someone about things to bring in different weather.

* 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 4 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 4 i-Learn Smart Start Student’s Book, Workbook, Notebook.

1. Procedures
2. Warm up (5 minutes)
3. Objectives: To help the students review the vocabulary items about the weather and leisure activities, generate students’ interests and lead in the new lesson.
4. Content: Play the game: “Slap the board” or “Clothes”.
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 cannot slap correct flashcards or say the words incorrectly.
1. Organization

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| Teacher’s activities | Students’ activities |
| Play the Slap the board game.* Vocabulary: sunny, rainy, snowy, cloudy, windy, foggy, fly a kite, go for a walk, have a picnic, do arts and crafts, make a snowman.
* 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.
 |

1. Main Lesson
2. Presentation (10 minutes)
3. Objective: To help the students recognize and name things to bring in different weather,
4. Contents: Listening, pointing, and repeating.
5. Expected outcomes and assessment
* Task completed with excellence: Students can identify and read out loud the words correctly.
* Task completed: Students can identify and read out loud the words.
* Task uncompleted: Students are unable to point and read the correct words.
1. Organization

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| Teacher’s activities | Students’ activities |
| 1. 1. Listen and point. Repeat. (CD1 Track 64)
* Arrange the flashcards (Sunglasses, coat, cap, raincoat, umbrella, gloves) on the board.
* Ask the students to listen and pay their attention.
* Use DCR on Eduhome to play the audio 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 their teacher’s instructions.
* Point to the pictures in their Student’s Books.
* Listen and repeat.
* Work with their partner to complete the task.
 |
| 2. Play Flashcard peek.* Vocabulary: Sunglasses, coat, cap, raincoat, umbrella, gloves.
* Hold the flashcard “coat” facing with the body so no one can see it.
* Very quickly show the flashcard to the class and hide it again.
* Have the student to guess the word on the flashcard.
* Who says “coat” first will get a sticker as a gift.
* Ask the class to repeat “coat” in chorus.
* Do the same with others
 | * Follow their teacher’s instructions.
* Look at the flashcard and say aloud the word on flashcard: “coat”
* Read in chorus.
* Do the same.
 |

1. Practice (10 minutes)
2. Objectives: To practice using the useful language to talk about things to bring in different weather and match the sentences with pictures.
3. Contents: Listening, Reading, Writing, and Speaking.
4. Expected outcomes and assessment
* Task completed with excellence: Students can use the useful language to talk about things to bring in different weather confidently and fluently, and they can match the sentences with pictures correctly.
* Task completed: Students can use the useful language to talk about things to bring in different weather, and they can match the sentences with pictures.
* Task uncompleted: Students fail to use the useful language to talk about things to bring in different weather, and they cannot match the sentences with pictures.
1. Organization:

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| Teacher’s activities | Students’ activities |
| 1. 1. Listen and practice. (CD1 Track 65)
* Use DCR on Eduhome to show the useful language and have the students look and read the useful language silently.
* Explain that we use this to talk about what to bring in different weather.

Bring your sunglasses because it’s sunny today. OK, thank you* Play the audio and have them listen to the useful language.
* Ask them to work in pairs and practice the useful language.
* Require them to use the vocabulary from Part A.
* Go around the class and support them if necessary.
 | * Look and read the useful language silently.
* Listen to their teacher’s explanation.
* Listen and look at the useful language again.
* Work in pairs and practice the useful language.
* Use the new words from Part A when practicing the useful language.
 |
| 2. Look and write. Practice.* Demonstrate the activity using the example.
* Have the students read and match.
* Divide the class into pairs and have them check each other’s work.
* Use DCR on Eduhome to check the answers as a whole class.

1-d; 2-c; 3-e; 4-b; 5-a* Have some pairs practice saying the sentences.
* Monitor the class and support if needed.
 | * Carefully look at the teacher demonstrating the activity.
* Read and draw line to match.
* Work in pairs and check their partner’s answers.
* Check the answers with the teacher and friends.
* Practice saying the sentences with a friend.
 |

1. Production (5 minutes)
2. Objectives: To help them remember the vocabulary items and sentence pattern.
3. Content: Asking and answering or using DHA.
4. Expected outcomes and assessment
* Task completed with excellence: Students can talk about things to bring in different weather quickly and correctly.
* Task completed: Students can talk about things to bring in different weather.
* Task uncompleted: Students cannot identify the flashcards or talk about things to bring in different weather.
1. Organization

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| Teacher’s activities | Students’ activities |
| Option 1: Perfect couple.* Divide the class into two teams to complete the task.

Boys and Girls.* Deliver blue papers for Boys and pink papers for Girls.
* Have team Boys to write a sentence about weather and team Girls write the one about things to bring randomly.
* Play a funny song, during the song, the boys have to find the girls that have the suitable matching pieces.

For example: The boy writes “It’s sunny” and the girl writes “Bring your sunglasses”.The boy writes “It’s rainy” and the girl writes “Bring your raincoat” or “Bring your umbrella”The boy writes “It’s snowy” and the girl writes “Bring your gloves”.The boy writes “It’s sunny” and the girl writes “Bring your sunglasses” or “Bring your cap”The boy writes “It’s windy” and the girl writes “Bring your coat”.* Ask them to take turns practise the sentences
* Support them if necessary.
 | * Work with their team to complete the task.
* Carefully listen to and follow their teacher’s instructions.
* Write the sentences in the pieces of paper.
* Practise talking about what to bring in different weather.
 |
| Option 2: Use DHA on Eduhome.* Open DHA (Unit 3 – Lesson 3) on Eduhome to help students review the vocabulary through games: Look and find, Listen and find, and Grammar.
 |  |

1. Consolidation and homework assignment (5 minutes)
2. Objectives: To help the students remember and pronounce the vocabulary items about things to bring in different weather.
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 * Vocabulary: raincoat, coat, sunglasses, umbrella, cap.
* 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.
 |
| Homework Assignment * Require the students to do exercises on page 26 in the Workbook.
* Have them copy each new word six times in their Tiếng Anh 4 i-Learn Smart Start Notebook, page 18.
* Ask them to prepare Parts C and D, Lesson 3 on page 41 in the Student’s Book.
 | * Follow their teacher’s instructions.
* Do homework, copy the new words, and prepare the new lesson.
 |

 Teaching date : 14/11/2024

 **Period 39 : UNIT 3 - WEATHER**

**Lesson 3.2 (page 41)**

1. Objectives

By the end of this lesson, students will be able to draw attention to /br/ sound and practice the conversations.

* 1. Language knowledge and skills

Vocabulary: Sunglasses, coat, cap, raincoat, umbrella, gloves.

Sentence pattern: Bring your sunglasses because it’s sunny today.

 OK, thank you.

Skills: Listening, Reading, Writing, and Speaking

* 1. Competences

Self-control and independent learning: draw attention to /br/ sound.

Communication and collaboration: work in pairs or groups to talk about things to bring in different weather.

Critical thinking and creativity: learn how to talk about things to bring in different weather.

* 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 4 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 4 i-Learn Smart Start Student’s Book, Workbook, Notebook.

1. Procedures
2. Warm up (5 minutes)
3. Objectives: To help the students review the vocabulary items about things to bring in different weather., generate students’ interests, and lead in the new lesson.
4. Content: Playing the game: “Circle jump” or “Slap the board”.
5. Expected outcomes and assessment
* Task completed with excellence: Students can slap flashcards or jump inside the correct circle and say the words quickly and correctly.
* Task completed: Students can slap flashcards or jump inside the correct circle 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 |
| Play the Circle jump game.* Vocabulary: Sunglasses, coat, cap, raincoat, umbrella, gloves.
* Divide the class into two groups and make two lines to play the game.
* Draw two large circles on the ground with chalk.
* Place a flashcard in each circle.
* Call out a word, and a student from each team has to run and stand inside the corresponding circle as quickly as possible.
* Ask them to say the word when standing inside the circle.

For example: put “sunglasses” in the red circle and “coat” in the white circle. And the teacher says: “It’s sunny. Bring your ……”Have student jump into the red circle and say aloud “sunglasses”* The first student getting the correct answer wins a point for their team.
 | * Make two lines to play this game.
* Follow their teacher’s instructions before playing the game.
* Quickly run and stand inside the corresponding circle when the teacher says a word.
* Say aloud the word when standing inside the circle.
* Jump into the red circle and say aloud “sunglasses”
 |

1. Main Lesson
2. Presentation (10 minutes)
3. Objective: To help the students draw attention to the /br/ sound and practice saying the sound in the chant.
4. Contents: Listening and repeating.
5. Expected outcomes and assessment
* Task completed with excellence: Students can draw attention to the /br/ sound and pronounce it correctly and fluently.
* Task completed: Students can draw attention to the /br/ sound and pronounce it.
* Task uncompleted: Students are unable to draw attention to the /br/ sound and pronounce it.
1. Organization

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| --- | --- |
| Teacher’s activities | Students’ activities |
| 1. 1. Listen and repeat. (CD1 Track 66)
* Draw attention to the /br/ sound.
* Briefly explain and demonstrate the sound.
* Play the audio (using DCR).
* Have the students notice the sound.
* Play the audio again.
* Have the students listen and repeat.
* Correct the students’ pronunciation if needed.
 | * Listen and follow their teacher’s instructions.
* Listen to the audio.
* Listen and notice the sound first.
* Listen to the audio again and repeat the sound.
 |
| 2. Chant. (CD1 Track 67) * Write the words or put up the flashcards on the board.
* Play the audio (using DCR).
* Have the students listen to the chant.
* Point to a word or picture on the board, say the sound and word and have the students listen and repeat.
* Play the audio again.
* Have students listen and clap along with the sounds and words as they hear them in the chant.
 | * Follow their teacher’s instructions.
* Listen to the chant.
* Listen and repeat the sound.
* Listen to the chant again.
* Listen and clap along with the sounds and words as they hear them in the chant.
 |

1. Practice (10 minutes)
2. Objectives: To help the students identify the people and subjects in the story and practice listening and circling the correct words.
3. Contents: Listening, speaking, and writing.
4. Expected outcomes and assessment
* Task completed with excellence: Students can understand the story and circle the correct words correctly.
* Task completed: Students can understand the story and circle the correct words.
* Task uncompleted: Students fail to understand the story and circle the correct words.
1. Organization:

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| Teacher’s activities | Students’ activities |
| D. 1. Look and listen. (CD1 Track 68) * Introduce the situation: “School timetables…”
* Have the students look at the story and ask these questions.
* Who can you see? (Tom, Ben)
* What do they talk about?(math, art, music)
* Can Tom sing? (No)
* Play the audio (using DCR).
* Have the students look and listen.
 | * Listen to their teacher’s introduction about the situation.
* Look at the story and answer their teacher’s questions.
* Listen to the story.
 |
| 2. Listen and circle. (CD1 Track 69) * Play the audio (using DCR) and demonstrate the activity using the example.
* Play the audio and have the students listen and circle.
* Play the audio again and check answers as a whole class.
 | * Listen and follow their teacher’s demonstration.
* Listen to the story and circle.
* Listen to the story again and check the answers as a whole class.
 |
| 3. Practice with your friends. * Divide the class into two pairs.
* Have the students practice saying the sentences.
* Have some pairs demonstrate the activity in front of the class.
 | * Work with their partner to complete the task.
* Practice saying the sentences.
* Demonstrate the activity in front of the class.
 |

1. Production (5 minutes)
2. Objectives: To help them practice the stories and use their own ideas.
3. Content: Working with their partners.
4. Expected outcomes and assessment
* Task completed with excellence: Students can practice and use their own ideas to make a story naturally.
* Task completed: Students can practice and use their own ideas to make a story.
* Task uncompleted: Students cannot practice and use their own ideas to make a story.
1. Organization

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| Teacher’s activities | Students’ activities |
| Make their own stories.* Have the students work in groups of three students.
* Ask them to choose one of the stories from Part 2 – Listen and circle. as a sample.
* Give the students enough time to make their stories using their own ideas.
* Walk around the class and support them if necessary.
* Invite some pairs to present their stories in front of the class.
* Help the students with feedback and correct them if any.
 | * Work with their friends to complete the task.
* Choose one of the stories from Part 2 – Listen and circle. as a sample.
* Make their stories using their own ideas.
* Present their stories in front of the class.
 |

1. Consolidation and homework assignment (5 minutes)
2. Objectives: To help the students review the lesson by rearranging the sentences to make a meaningful conversation.
3. Contents: Making a conversation and assigning homework in the Workbook.
4. Expected outcomes and assessment
* Task completed with excellence: Students can rearrange the sentences to make a meaningful conversation correctly.
* Task completed: Students can rearrange the sentences to make a meaningful conversation.
* Task uncompleted: Students fail to can rearrange the sentences to make a meaningful conversation.
1. Organization

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| --- | --- |
| Teacher’s activities | Students’ activities |
| Consolidation * Ask the students work in groups of four or five students.
* Give each group a set of sentences and ask them to make a meaningful conversation.
* Give them enough time to rearrange the given sentences.
* Invite each group to present their answer.
* Have other groups comment and give the correct answer if any.
* Check the students’ answers as a whole class.
 | * Work in groups to complete the task.
* Make a meaningful conversation from the given sentences.
* Present their answer in front of the class.
* Give comments to other groups.
 |
| Homework Assignment * Require the students to do exercises on page 27 in the Workbook.
* Have them copy sentence structures in their Tiếng Anh 4 i-Learn Smart Start Notebook, Page 18.
* Ask them to prepare Parts E and F, Lesson 3 on page 42 in the Student’s Book.
 | * Follow their teacher’s instructions.
* Do homework, copy the structures, and prepare the new lesson.
 |

 Teaching date : 15 /11/2024

 **Period 40 : UNIT 3 - WEATHER**

**Lesson 3.3 (page 42)**

1. Objectives

By the end of this lesson, students will be able to talk about the weather and things to bring in different weather confidently.

* 1. Language knowledge and skills

Vocabulary: Sunglasses, coat, cap, raincoat, umbrella, gloves.

Sentence pattern: Bring your sunglasses because it’s sunny today.

 OK, thank you..

Skills: Listening, Reading, Writing, and Speaking.

* 1. Competences

Self-control and independent learning: identify and talk about things to bring in different weather.

Communication and collaboration: work in pairs or groups to talk about things to bring in different weather.

Critical thinking and creativity: learn how to ask and answer about things to bring in different weather.

* 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 4 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 4 i-Learn Smart Start Student’s Book, Workbook, Notebook.

1. Procedures
2. Warm up (5 minutes)
3. Objectives: To review the vocabulary items about things to bring in different weather, 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 inside the correct circle and say the words quickly and correctly.
* Task completed: Students can slap flashcards or jump inside the correct circle 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 |
| Play the Slap the board game.* Vocabulary: Sunglasses, coat, cap, raincoat, umbrella, gloves, sunny, rainy, windy, cloudy, foggy, snowy.
* Divide the class into two teams and have them form two lines.
* Place the flashcards about the days of the weeks 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. Main Lesson
2. Practice 1 (10 minutes)
3. Objective: To help the students recognize the sentence pattern and things to bring in different weather.
4. Contents: Listening and repeating.
5. Expected outcomes and assessment
* Task completed with excellence: Students can talk about things to bring in different weather fluently.
* Task completed: Students can talk about things to bring in different weather.
* Task uncompleted: Students are unable to talk about things to bring in different weather.
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 on Part E, page 42 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 the weather is like and the things in each picture 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 types of weather and the things in each picture.
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1. Practice 2 (10 minutes)
2. Objectives: To help the students practice talking by using the vocabulary items in the target sentence pattern.
3. Contents: Pointing, asking, and answering.
4. Expected outcomes and assessment
* Task completed with excellence: Students can point to the weather, say the sentence about what to bring in different weather smoothly and correctly.
* Task completed: Students can point to the weather, say the sentence about what to bring in different weather.
1. Task uncompleted: Students fail to point to the weather, say the sentence about what to bring in different weather.
2. 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 the student A point to the picture descibing the weather and says “Bring your cap because it’s sunny”; student B says: “OK, thank you”
* 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.
* Practise the structure.
* Present their work in front of the class.
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1. Production (5 minutes)
2. Objectives: To help them produce the target sentence pattern.
3. Content: Playing the game: “Tic, tac, toe” or using DHA.
4. Expected outcomes and assessment
* Task completed with excellence: Students can remember and talk about things to bring in different weather fluently.
* Task completed: Students are able to remember and talk about things to bring in different weather.
* Task uncompleted: Students cannot remember and talk about things to bring in different weather.
1. Organization

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| Teacher’s activities | Students’ activities |
| 1. Option 1: Look at F. Play the Tic, tac, toe game.
* Divide the class into groups of four with 2 pairs in each group.
* Have pairs play rock, paper, scissors to see which pair goes first.
* Have the winning pair choose a space as theirs if they use the useful language correctly.
* Have pairs take turns.
* The pair that get 3 spaces in a horizontal, vertical or diagonal line wins the game.
* Correct the students’ mistakes and help them with their pronunciation.
 | * Listen and follow their teacher’s instructions.
* Play rock, paper, scissors.
* Say the sentence about weather and things to bring in different weather.
* Choose the space if wins.
* Take turn
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| Option 2: Use DHA on Eduhome.* Open DHA (Unit 3 – 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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1. Consolidation and homework assignment (5 minutes)
2. Objectives: To help the students remember the target sentence structures.
3. Contents: Asking and answering the questions and assigning homework in the Workbook
4. Expected outcomes and assessment
* Task completed with excellence: Students can talk about things to bring in different weather correctly and smoothly.
* Task completed: Students are able to talk about things to bring in different.
* Task uncompleted: Students fail to talk about things to bring in different.
1. Organization

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| Teacher’s activities | Students’ activities |
| Ask and answer.* Divide the class into two teams.
* Show a flashcard about weather and the other one about things to the class.
* Have Team A make a sentence and Team B reply.
* Swap roles and repeat.

e.g.(Teacher shows the flashcard “rainy - raincoat”.)Team A: “Bring your raincoat because it’s rainny today”Team B: “OK, thank you”(Teacher shows the flashcard “snowy - gloves”.)Team A: “Bring your gloves because it’s snowy today”Team B: “OK, thank you”) | * Work with their teammates to complete the task.
* Follow their teacher’s instructions.
* Make questions or answer the questions from the other team.
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| Homework Assignment * Require the students to practice the structures at home.
* Ask them to prepare Parts A and B, Geography Lesson, Unit 3 on page 43 in the Student’s Book.
 | * Practice the structures at home.
* Prepare the new lesson.
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