**Week 12: Teaching date: 26 /11/2024**

**Period 45: UNIT 3 - SCHOOL**

**Lesson 3 (page 46)**

1. Objectives

By the end of this lesson, students will be able to talk about their school timetables confidently.

* 1. Language knowledge and skills

Vocabulary: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

Sentence pattern: When do you have English?

I have English on Tuesday and Thursdays.

Skills: Listening, Reading, Writing, and Speaking.

* 1. Competences

Self-control and independent learning: identify and talk about their school timetables.

Communication and collaboration: work in pairs or groups to talk about their school timetables.

Critical thinking and creativity: learn how to ask and answer about their school timetables.

* 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 days of the week, 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.   * 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. |

1. Presentation (10 minutes)
2. Objective: To help the students recognize the sentence pattern and the days of the week.
3. Contents: Listening and repeating.
4. Expected outcomes and assessment

* Task completed with excellence: Students can ask answer about their school timetables fluently.
* Task completed: Students can ask answer about their school timetables.
* Task uncompleted: Students are unable to ask answer about their school timetables.

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 46 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 school subjects and the days of the week 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 school subjects and the days of the week in each picture. |

C. Practice (10 minutes)

1. Objectives: To help the students practice asking and answering the question by using the vocabulary items in the target sentence pattern.
2. Contents: Pointing, asking, and answering.
3. Expected outcomes and assessment

* Task completed with excellence: Students can point to the school subjects, ask and answer the questions about the school timetables smoothly and correctly.
* Task completed: Students can point to the school subjects, ask and answer the questions about the school timetables.
* Task uncompleted: Students fail to point to the school subjects, ask and answer the questions about the school timetables.

1. 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 and ask, have the student B answer. * 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: Playing the game: “Memory” or using DHA.
4. Expected outcomes and assessment

* Task completed with excellence: Students can remember and talk about their school timetables fluently.
* Task completed: Students are able to remember and talk about their school timetables.
* Task uncompleted: Students cannot remember and talk about their school timetables.

1. Organization

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| --- | --- |
| Teacher’s activities | Students’ activities |
| 1. Option 1: Look at F. Play the Memory game.  * Use DCR on Eduhome to show the examples to the whole class. * Give the students enough time to look at the examples and read them silently. * Have the students work in pairs to complete the task. * Have the student A look at Part E for ten seconds, then close their book. * Have the student B ask questions about Part E using the useful language from the lesson and have the student A answer. * Ask them swap roles and repeat. * Afterwards, invite some pairs to present their answers to the whole class. * Correct the students’ mistakes and help them with their pronunciation. | * Listen and follow their teacher’s instructions. * Look at the examples and read them silently. * Work in pairs to complete the task. * Ask and answer the questions from the other student. * Present their answers to the whole class. |
| 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. |

E. Consolidation and homework assignment (5 minutes)

1. Objectives: To help the students remember the target sentence structures.
2. Contents: Asking and answering the questions and assigning homework in the Workbook
3. Expected outcomes and assessment

* Task completed with excellence: Students can talk about their school timetables correctly and smoothly.
* Task completed: Students are able to talk about their school timetables.
* Task uncompleted: Students fail to talk about their school timetables.

1. Organization

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| --- | --- |
| Teacher’s activities | Students’ activities |
| Ask and answer.   * Divide the class into two teams. * Show one or two flashcards to the class and say a school subject. * Have Team A make a question and Team B answer. * Swap roles and repeat.   e.g.  (Teacher shows the flashcard “Tuesday”.)  Teacher: “music”  Team A: “When do you have music?”  Team B: “I have music on Tuesdays.”  (Teacher shows the flashcards “Monday” and “Wednesday”.)  Teacher: “math”  Team A: “When do you have math?”   * Team B: “I have math on Mondays and Wednesdays.” | * 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, Art Lesson, Unit 3 on page 47 in the Student’s Book. | * Practice the structures at home. * Prepare the new lesson. |

**Teaching date: 26/11/2024**

**Period 46 : UNIT 3 - SCHOOL**

**Art Lesson (page 47**)

1. Objectives

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

Language knowledge and skills

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

Sentence patterns: What’s your favorite color?

My favorite color is orange.

I can make orange with yellow and red.

Skills: Listening, 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 attract the students’ interest and get them be ready for the new lesson.
4. Content: Asking the questions.
5. Expected outcomes and assessment

* Task completed with excellence: Students confidently answer their teacher’s questions about the topic.
* Task completed: Students can answer their teacher’s questions about the topic.
* Task uncompleted: Students feel shy to answer their teacher’s questions about the topic.

1. Organization

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| --- | --- |
| Teacher’s activities | Students’ activities |
| Ask the questions.   * Show a picture/ video about the rainbow (The video link: <https://www.youtube.com/watch?v=wceMsYSyNUQ>). * Ask them to look at the picture/ watch the video and tell the teacher that how many colors of the rainbow they can see. * Have them list the colors if they know. * Lead in the new lesson. | * Follow their teacher’s instructions. * Look at the picture/ watch the video and answer their teacher’s question. * Name the colors of the rainbow. |

1. Presentation (10 minutes)
2. Objective: To help the students recognize and name the colors.
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 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. (CD2 Track 19)  * Arrange the flashcards (green, orange, pink, purple, gray, favorite) 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 Slow motion.   * Divide the class into two teams. * Have the students look the pictures in their Student’s Books and guide them how to play the game. * Hold up one flashcard that is covered with a piece of paper. * Very slowly move the paper to reveal the flashcard. * Have the students say the new word aloud. * The first student to say the correct word wins one point for their teams. * The team with the most points at the end wins. | * Play with their teammates. * Look the pictures in the books and follow their teacher’s instructions. * Try to guess the picture and say the new word aloud. |

1. Practice (10 minutes)
2. Objectives: To practice using the useful language to talk about the colors and complete the blanks.
3. Contents: Listening and Speaking.
4. Expected outcomes and assessment

* Task completed with excellence: Students can talk about the colors fluently and complete the blanks.
* Task completed: Students can talk about the colors and complete the blanks.
* Task uncompleted: Students fail to talk about the colors and complete the blanks.

1. Organization:

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| --- | --- |
| Teacher’s activities | Students’ activities |
| 1. 1. Listen and practice. (CD2 Track 20)  * Use DCR on Eduhome to show the useful language and have the students look and read the useful language silently. * Explain that we use: “What’s your favorite color? – My favorite color is… .” to ask and answer questions about which colors we like the most. Explain that we use: “I can make orange with yellow and red.” to talk about mixing different colors to make a new color. * 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 the 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. Fill in the blanks. Practice.   * Demonstrate the activity using the example. * Have the students look and fill in the blanks in their Student’s Books. * 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. * Have pairs practice saying the sentences. * Monitor the class and support if needed. | * Carefully look at the teacher demonstrating the activity. * Look and fill in the blanks in their Student’s Books. * 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 about the colors.
3. Content: Finding the colors or using DHA.
4. Expected outcomes and assessment

* Task completed with excellence: Students can identify and find the things’ colors quickly and correctly.
* Task completed: Students can identify and find the things’ colors.
* Task uncompleted: Students cannot identify and find the things’ colors.

1. Organization

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| --- | --- |
| Teacher’s activities | Students’ activities |
| Option 1: Find the colors.   * Have the students stand up to do the activity. * Say a color and ask the students to find the things in that color. * Ask them to point to the things/ hold the things up and say the color. * Support them if necessary. | * Work individually to complete the task. * Listen and find the things in the color their teacher speaks out. * Point to the things/ hold the things up and say the color. |
| 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. | * 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 and pronounce the vocabulary items about the colors.
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

|  |  |
| --- | --- |
| 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. |
| Homework Assignment   * Require the students to do exercises on page 34 in the Workbook. * Have them copy each new word six times in their Tiếng Anh 3 i-Learn Smart Start Notebook, page 20. * Ask them to prepare Parts C and D, Art Lesson on page 48 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework, copy the new words, and prepare the new lesson. |

**Teaching date: 29 /11 /2024**

**Period 47 : UNIT 3 – SCHOOL**

**Art Lesson (page 48**)

1. Objectives

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

Language knowledge and skills

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

Sentence patterns: What’s your favorite color?

My favorite color is orange.

I can make orange with yellow and red.

Skills: Listening, 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 vocabulary items about the colors.
4. Content: Playing the game: “Aha” or “Slap the board”.
5. Expected outcomes and assessment

* Task completed with excellence: Students can slap flashcards or/and say the words quickly and correctly.
* Task completed: Students can slap flashcards or/and say the words.
* Task uncompleted: Students slap the wrong flashcards or pronounce the words incorrectly.

1. Organization

|  |  |
| --- | --- |
| Teacher’s activities | Students’ activities |
| Play the Aha game.   * Cover the flashcard with a piece of paper or card. * Very slowly move the paper to reveal the picture. * Ask students to guess the picture on the flashcard. * Have them say “Aha” and the vocabulary. | * Follow their teacher’s instructions before playing the game. * Look at the teacher showing the flashcard and try to guess the picture on it. * Say “Aha” and the vocabulary. |

1. Presentation (10 minutes)
2. Objective: To help the students recognize and learn how mix different colors.
3. Contents: Listening, pointing, and repeating.
4. Expected outcomes and assessment

* Task completed with excellence: Students can recognize and learn how mix different colors correctly.
* Task completed: Students can recognize and learn how mix different colors.
* Task uncompleted: Students are unable to recognize and learn how mix different colors.

1. Organization

|  |  |
| --- | --- |
| Teacher’s activities | Students’ activities |
| Name the colors.   * Use DCR on Eduhome to show the students Task 1. Write the colors. * Have them look at the colors and ask them what colors they are. * Correct the students’ pronunciation if necessary. * Explain that they can use two different colors to make a new color. * Lead in the new lesson. | * Listen and follow their teacher’s instructions. * Look at the pictures and say the colors. * Listen to their teacher’s explanation. * Be ready for the new lesson. |

1. Practice (10 minutes)
2. Objectives: To practice reading the text about making colors, listening, and filling in the blanks.
3. Contents: Listening, Reading, Writing, and Speaking.
4. Expected outcomes and assessment

* Task completed with excellence: Students can talk about mixing the colors and fill in the blanks correctly.
* Task completed: Students can talk about mixing the colors and fill in the blanks.
* Task uncompleted: Students fail to talk about mixing the colors and fill in the blanks.

1. Organization:

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| --- | --- |
| Teacher’s activities | Students’ activities |
| 1. Read and fill in the blanks.  * Use DCR on Eduhome to show the students the text. * Have them read the text individually. * Read the text as a whole class. * Help them correct their pronunciation. * Demonstrate the activity using the example. * Have them read and fill in the blanks. * 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 fill in the blanks. |
| D. 1. Look and listen. (CD2 Track 21)   * Have the students look at the script and pictures and ask these questions.   Who are talking? (Alex and Emma)  What are they talking about? (their favorite color)   * Play the audio (using DCR) and have them look and listen. | * Look at the script and pictures and ask their teacher’s questions. * Look and listen. |
| 2. Look and write. (CD2 Track 22)   * Have the students look at the sentences. * Play the audio (using DCR) and demonstrate the activity using the example. * Play the audio and have them listen and write. * Play the audio again and check answers as a whole class. | * Look at the sentences. * Follow their teacher’s instructions. * Listen and write. * Listen and check 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 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 ask and answer their friends’ questions about their favorite colors quickly and correctly.
* Task completed: Students can ask and answer their friends’ questions about their favorite colors.
* Task uncompleted: Students cannot identify the flashcards or ask and answer their friends’ questions about their favorite colors.

1. Organization

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| --- | --- |
| Teacher’s activities | Students’ activities |
| Make their own stories.   * Have the students work in pairs. * Ask them to choose one of the stories from Part 2 – Listen and write. 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 partner to complete the task. * Choose one of the stories from Part 2 – Listen and write. as a sample. * Make their stories using their own ideas. * Present their stories 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 remember and pronounce the vocabulary items about the colors.
2. Contents: Playing the game “Jump” 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

|  |  |
| --- | --- |
| 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. |
| Homework Assignment   * Require students to do exercises on page 35 in the Workbook. * Have them copy sentence structures in their Tiếng Anh 3 i-Learn Smart Start Notebook page 20. * Ask them to prepare Parts E-G, Art Lesson on page 49 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework, copy the structures, and prepare the new lesson. |

**Period 48 :** **Teaching date: 29 /11 /2024**

**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 |
| 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. |

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. |
| 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

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