**KẾ HOẠCH BÀI DẠY** **TUẦN 1 MÔN TIẾNG ANH**

 NĂM HỌC 2024-2025

GV giảng dạy : Nguyễn Thị Vân

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| --- | --- | --- | --- | --- | --- |
| Thứ | Buổi | Tiết | Lớp  | Môn |  Tên bài |
| Hai9/9 | Sáng |  1 |  |  |  |
|  2 |  |  |  |
|  3 |  |  |  |
|  4 |  |  |  |
| Chiều |  1 | 5A | T.Anh | Làm quen với Chương trình và sách giáo khoa Tiếng Anh 5 và các tài liệu bổ trợ liên quan trên mạng |
|  2 | 5A | T.Anh | Starter A. Back to school |
|  3 |  |  |  |
| Ba10/9 | Sáng |  1 | 5B | T.Anh | Làm quen với Chương trình và sách giáo khoa Tiếng Anh 5 và các tài liệu bổ trợ liên quan trên mạng |
|  2 | 5B | T.Anh | Starter A. Back to school |
|  3 | 3B | T.Anh | Làm quen với Chương trình và sách giáo khoa Tiếng Anh 3 và các tài liệu bổ trợ liên quan trên mạng |
|  4 | 3B | T.Anh | Starter – A. Hello again. |
| Chiều |  1 | 5C | T.Anh | Làm quen với Chương trình và sách giáo khoa Tiếng Anh 5 và các tài liệu bổ trợ liên quan trên mạng |
|  2 | 5C | T.Anh | Starter A. Back to school |
|  3 |  |  |  |
|  Tư11/9 | Sáng |  1 | 3A | T.Anh | Làm quen với Chương trình và sách giáo khoa Tiếng Anh 3 và các tài liệu bổ trợ liên quan trên mạng |
|  2 | 3A | T.Anh | Starter – A. Hello again. |
|  3 | 5B | T.Anh | Starter . B. Classroom instructions |
|  4 | 5B | T.Anh | Starter . C. Activities we can do |
| Chiều |  1 |  |  |  |
|  2 |  |  |  |
|  3 |  |  |  |
| Năm12/9 | Sáng |  1 | 3B | T.Anh | Starter -B. The Alphabet |
|  2 | 3B | T.Anh | Starter - C. Funtime |
|  3 | 5A | T.Anh | Starter . B. Classroom instructions |
|  4 | 5A | T.Anh | Starter . C. Activities we can do |
| Chiều |  1 |  |  |  |
|  2 |  |  |  |
|  3 |  |  |  |
| Sáu13/9 | Sáng |  1 | 5C | T.Anh | Starter . B. Classroom instructions |
|  2 | 5C | T.Anh | Starter . C. Activities we can do |
|  3 | 3A | T.Anh | Starter -B. The Alphabet |
|  4 | 3A | T.Anh | Starter - C. Funtime |
| Chiều |  1 |  |  |  |
|  2 |  |  |  |
|  3 |  |  |  |

 *Thứ Hai ngày 9 tháng 9 năm 2024*

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5A)

Làm quen với Chương trình và sách giáo khoa Tiếng Anh 5

và các tài liệu bổ trợ liên quan trên mạng

Tiết 2 : **Tiếng Anh** ( Lớp 5A)

**STARTER**

**Period 1 - A. Back to school**

**I. OBJECTIVES**

By the end of this lesson, pupils will be able to:

**1. Knowledge and skills**

- sing the song *Back to school* with correct pronunciation, rhythm and melody;

- review the vocabulary and structure items related to months of the year and someone’s birthday;

- complete three gapped sentences in *My goal tree* about their learning goals and share them with their friends.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about personal information correctly and fluently.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform speaking and writing tasks.

**3. Attributes**

- Show pride in the time back to school.

- Show their love and interest in learning and playing.

**II. MATERIALS**

- Pupil’s book: Page 7

- Audio track 1

- Teacher’s guide: Pages 12, 13

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Starter)

- Computer, projector, …

**III. PROCEDURES**

**1. WARM-UP & REVIEW** (5 minutes)

**a. Objectives**

- To create a friendly and lively atmosphere in the classroom.

- To greet and chat together.

**b. Content**

- Greet and chat.

**c. Expected outcomes**

- Pupils can greet and chat together.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Greet and chat.**  |
| - Greet the class *Hello. / Hi. I’m \_\_\_\_. How are you?* and encourage pupils to respond and introduce themselves.\* Game: Pass the ball. - Give a ball to a pupil and turn on the music. - Have that pupil pass the ball until the music stops. - The one who is keeping the ball will follow the teacher’s instructions. e.g.  *Hello!/ Hi! My name’s (Trang)./ How are you? I’m fine, thanks. And you? I’m good.* \* Chat:- Talk to pupils about the series of *Tiếng Anh 5* and show them the relevant online resources.- Tell pupils what they will learn in this lesson. | - Pupils respond and introduce themselves. - Pupils get a ball from the teacher. - Pupils listen to music and pass the ball to one another. - When the music stops, the one who is keeping the ball will follow the teacher’s instructions.- Pupils listen to the teacher. | Speech bubbles:*Hello. / Hi. I’m \_\_\_\_. How are you?*Sentence pattern shown on the screen:*1. Hello!/ Hi!**2. My name’s …**3. How are you? I’m fine, thanks. And you?* |

**e. Assessment**

- Performance products: Pupils’ answers and interactions

- Assessment tools: Observation; Questions & Answers

**2. ACTIVITY 1: PRACTICE** (5 minutes)

**a. Objectives**

- To sing the song *Back to school* with correct pronunciation, rhythm and melody.

**b. Content**

- Activity 1. Let’s sing.

**c. Expected outcomes**

- Pupils can sing along the song *Back to school* with correct pronunciation, rhythm and melody.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Let’s sing.** (Track 1) |
| **Step 1:** Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the pictures to say what they see. **Step 2:** Have pupils read and listen to the song, drawing their attention to the pronunciation, rhythm and melody. **Step 3:** Play the recording again and let them listen to and practise singing the song, line by line, while doing actions or clapping their hands when they hear the keywords such as *school*, *happy*, *friends*, *learning*, *playing* and *cool* in the first verse and *school*, *happy*, *teachers*, *learning*, *playing* and *cool* in the second verse. **Step 4:** Ask pupils to listen to and sing the whole song while doing actions or clapping their hands. Go around the classroom and offer help where necessary. **Step 5:** Invite a few groups to the front of the class to sing the song. The class may sing along to reinforce the activity. | - Pupils pay attention to the title and lyrics of the song. Pupils point at the pictures to say what they see.- Pupils read and listen to the song, drawing their attention to the pronunciation, rhythm and melody.- Pupils listen to the recording and practise singing the song, line by line, while doing actions or clapping their hands.- Pupils listen to and sing the whole song while doing actions or clapping their hands. - Pupils come to the front of the class to sing the song.  | The lyrics and the recording of the song *Back to school* |

**e. Assessment**

- Performance products: Pupils’ pronunciation

- Assessment tools: Observation; Feedback

**3. ACTIVITY 2: PRACTICE** (10 minutes)

**a. Objectives**

- To review the vocabulary and structure items related to months of the year and someone’s birthday.

**b. Content**

- Activity 2. Let’s play.

**c. Expected outcomes**

- Pupils can play the game *Birthday line-up* to revise the target vocabulary and structure items related to months of the year and someone’s birthday.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Let’s play.**  |
| **Step 1:** Invite two teams of six pupils to play. Tell pupils how to play the game. Pupils say their birthday months and line up, starting with January. **Step 2:** The faster team will win the game. **Step 3:** Invite other teams to play the game. | - Pupils work in two teams of six. Pupils listen to the instructions of how to play the game. Pupils say their birthday months and line up, starting with January.- Pupils praise the winner.- Pupils play the game. | An illustration of a class playing *Birthday line-up*. One girl is hosting the game. One pupil is standing at the board and saying *My birthday is in January*. Another pupil is saying *My birthday is in February* and running to stand next to the pupil at the board. |

**e. Assessment**

- Performance products: Pupils’ answers and interactions

- Assessment tools: Observation; Questions & Answers

**4. ACTIVITY 3: PRACTICE** (8 minutes)

**a. Objectives**

- To complete three gapped sentences in *My goal tree* about their learning goals and share them with their friends.

**b. Content**

- Activity 3. Write and share.

**c. Expected outcomes**

- Pupils can complete three gapped sentences about their learning goals and share them with their friends.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Write and share.** |
| **Step 1:** Tell the class the goal of the activity and explain that they should write three sentences about their learning goals. Check comprehension. **Step 2:** Have pupils fill in the first blank together as an example. Ask them to read the sentence and elicit possible answers. Then have them write their answers in the gap. **Step 3:** Give pupils time to complete the sentences independently. Go around the classroom and offer help where necessary. **Step 4:** Get pupils to work in pairs to share their learning goals. **Extension:** Invite one or two pupils to read their learning goals aloud. | - Pupils listen to the teacher’s explanation.- Pupils fill in the first blank together as an example. Pupils read the sentence and elicit possible answers. Then pupils write their answers in the gap.- Pupils complete the sentences independently.- Pupils work in pairs to share their learning goals.- Pupils read their learning goals aloud. | Three gapped sentences in *My goal tree***Suggested answers:** *I think I’m good at maths.* *I want to learn English well.* *I want to know more about Vietnamese history.* |

**e. Assessment**

- Performance products: Pupils’ writing

- Assessment tools: Observation; Answer keys

**5. FUN CORNER AND WRAP-UP** (7 minutes)

**\* Option 1: Game: Pass the ball**

- Give a ball to a pupil and turn on the music.

- Have that pupil pass the ball until the music stops.

- The one who is keeping the ball will introduce themselves to his/ her friends, asking the questions. The others have to say the answers.

e.g. *A: What’s your name?*

 *B: My name’s Lucy.*

 *A: When’s your birthday?*

 *B: My birthday is in January.*

**\* Option 2: Game: Bingo (ppt)**

- Prepare word cards about months of the year.

- Give each pupil a bingo grid with four squares.

- Ask pupils to choose four words and write in a bingo grid.

- Explain that when you call out a word, pupils should search for that word on their bingo card. If they have the word, they should cross it out. The first pupil to cross out all their words wins.

 *Thứ Ba ngày 10 tháng 9 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

Làm quen với Chương trình và sách giáo khoa Tiếng Anh 5 và các tài liệu bổ trợ liên quan trên mạng

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**STARTER**

**Period 1 - A. Back to school**

( Đã soạn lớp 5A**)**

Bổ sung :Học sinh nhắc lại một số câu ở phần nghe, đọc một số câu viết.

Quan tâm sát sao các đối tượng học sinh.

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

Làm quen với Chương trình và sách giáo khoa Tiếng Anh 3 và các tài liệu bổ trợ liên quan trên mạng

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**STARTER**

**A - Numbers**

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| **I. OBJECTIVES** |
| **Language** | By the end of the lesson, pupils will be able to:- identify the numbers 1 to 10 through listening, speaking, reading and writing activities;- listen and identify numbers by ticking the correct boxes.- read and match the relevant words with numbers. |
| **Core competencies** | Decision making, teamwork, problem-solving, integrity, communication, planning and organization.  |
| **General Competences** | Listening: Listen, point and repeatCritical thinking: Listen and tickOral communication: Say the numbersWritten communication: Read and matchSelf-control & independent learning: Perform listening tasksSociability: Talk to each other, say good words to others. |
| **Attributes** | Kindness: help partners to complete learning tasksDiligence: complete learning tasksHonesty: tell the truth about feelings and emotions |
| **II.** **RESOURCES AND MATERIAL** |
|  | * Pupil’s book Page 7
* Audio Tracks 2,3
* Teacher’s guide Pages 13-14
* Website *hoclieu.vn*
* Flashcards/pictures and posters (Unit Starter)
* Computer, projector…
 |
| **III.PROCEDURE** | **Warm-up and review – Listen, point and repeat – Listen and tick – Read and match – Fun corner and wrap-up.**  |

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| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **KNOWLEDGE CONSTRUCTION****Warm-up and review:** 5 minutes |  |
|  | Greet the class.**Option 1:** Hello song- Ask pupils to sing a Hello song.- Invite some of them to come to the board to role play, the rest of the pupils will sing.**Option 2**: - Introduce ways of greeting to the class: + Say the teacher’s and students’ names. + Make eye contact. + Use a friendly nonverbal greeting, such as a handshake, high five, or thumbs-up…- Give a few words of encouragement.**Option 3**: Game: “Hello – Hi”- Introduce “Hello” and “Hi” with an action: wave hands and say “Hello”. Practise many times with the class/ groups/ individuals.- Introduce “Hi” with action: make a V-sign with two fingers and say “Hi”. Practise many times with the class/ groups/ individuals.- Divide the class into 4 groups. Let pupils say the greeting in groups.- Make it more interesting by saying responsively: One says “Hello”, the other has to say “Hi” and vice versa. Give points to the pupils who can do that well.  | Whole classGroup workIndividual work/ Group workGroup workIndividual work/ Group work |  |
| **Activity 1. Listen, point and repeat.** 8 minutes |  |
| a. Goal | To listen, point at and repeat the numbers 1 − 10 correctly. |  |
| b. Input | – Numbers 1 − 10– Audio recording of the numbers 1 − 10 |  |
| c. Outcome | Pupils can listen, point at and repeat the numbers 1 − 10 correctly. |  |
| d.Procedure | **Step 1**: Draw pupils’ attention to the numbers. Tell them to listen, point at the numbers and repeat. Play the recording for pupils to listen to the numbers, and familiarise themselves with their stress and intonation.**Step 2**: Play the recording again for pupils to listen and repeat. Remind them to point at the numbers while listening. Do this several times until they feel confident. Correct their pronunciation where necessary.**Step 3**: Put pupils into pairs to practise listening, pointing at and repeating the numbers 1 − 10. Go around the classroom to offer support.  | Whole classWhole classWhole class/ Individual workPair workIndividual work |  |
| **Activity 2. Listen and tick.** 9 minutes |  |  |
| a. Goal | To listen and identify numbers by ticking the correct boxes. |  |
| b. Input | Numbers 1 − 10 with boxes for ticking**Audio script**: three, five, eight, ten |  |
| c. Outcome | Pupils can listen to and identify the numbers by ticking the correct boxes.**Key**: 3, 5, 8, 10 |  |
| d. Procedure | **Step 1**: Draw pupils’ attention to the numbers. Tell them to listen and tick the correct box under each number while listening. Show an example with number three. Play the recording and tick the box under the correct number.**Step 2**: Play the recording all the way through for pupils to do the task. Play the recording again for them to check their answers.**Step 3**: Tell pupils to swap their books with their partners, then check answers together as a class.Write the correct answers on the board for pupils to correct their answers.**Step 4**: Play the recording again for pupils to double-check their answers.**Extension**: If time allows, play the recording, number by number, for the class to listen and repeat in chorus. Correct their pronunciation where necessary. | Whole class/ Individual workWhole class/ Individual workPair work/ Individual work |  |
| **Activity 3. Read and match.** 8 minutes |  |  |
| a. Goal | To read and match the relevant words with numbers. |  |
| b. Input | Two columns: numbers in their word form and numeral form. |  |
| c. Outcome | Pupils can read and match words with the relevant numbers.**Key**: 2. e 3. b 4. a 5. d |  |
| d. Procedure | **Step 1**: Draw two columns on the board like the input. Tell pupils to read the words for numbers and draw lines to match with the target numbers. Use number one as an example: Have pupils read the word in chorus and draw a line to match with number 1.**Step 2**: Give pupils time to do the task individually or in pairs. Go around the classroom to offer support where necessary.**Step 3**: Check the answers as a class. Then invite a pupil to come to the front and draw a line on the board to match the words with the relevant numbers. | Whole class/ Individual workIndividual workIndividual work/ Whole class |  |
| **Fun corner and wrap-up:** 5 minutes |  |
|  | **Option 1**:Use *hoclieu.vn*, have pupils look at the words in the picture of Activity 1 and repeat after the recording.**Option 2:****Game: Let’s look and say the numbers!**Let the pupils say the numbers and the words.Click to each cloud of word to let it go below the numbers.Ask pupils to say the numbers and words again.**Option 3: Ways to say goodbye!**Use the Goodbye and Bye greetings for real communication to dismiss the class. Say *Goodbye* to individual pupils and have them answer *Goodbye* or B*ye* as they leave. | Whole classIndividual work/ Whole class Individual work/ Whole class |  |

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

Làm quen với Chương trình và sách giáo khoa Tiếng Anh 5 và các tài liệu bổ trợ liên quan trên mạng

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**STARTER**

**Period 1 - A. Back to school**

( Đã soạn lớp 5A**)**

Bổ sung :Học sinh nhắc lại một số câu ở phần nghe, đọc một số câu viết.

Quan tâm sát sao các đối tượng học sinh.

 *Thứ Tư ngày 11 tháng 9 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

Làm quen với Chương trình và sách giáo khoa Tiếng Anh 3 và các tài liệu bổ trợ liên quan trên mạng

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**STARTER**

**A - Numbers**

( Đã soạn lớp 3A )

Bổ sung :Thực hành nói về các hoạt động theo thực tế lớp học.

Quan tâm sát sao các đối tượng học sinh.

Tiết 3 : **Tiếng Anh** ( Lớp 5B)

**STARTER**

**Period 2 - B. Last summer**

**I. OBJECTIVES**

By the end of this lesson, pupils will be able to:

**1. Knowledge and skills**

- review the vocabulary and structure items related to the topic *Last summer* by playing *Guessing game*.

- listen to and understand four communicative contexts in which speakers ask and answer questions about the places they were last summer and match the speakers with the right pictures.

- correctly use key structures to ask and answer questions about someone’s last summer in a freer context.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening and speaking tasks.

**3. Attributes**

- Show pride in where they went last summer.

- Show their love and interest in the places they went to last summer.

**II. MATERIALS**

- Pupil’s book: Page 8

- Audio track 2

- Teacher’s guide: Pages 14, 15, 16

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Starter)

- Computer, projector, …

**III. PROCEDURES**

**1. WARM-UP & REVIEW** (5 minutes)

**a. Objectives**

- To watch videos and identify some famous places.

**b. Content**

- Game: Let’s travel!

**c. Expected outcomes**

- Pupils can watch videos and identify some famous places correctly.

 **d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Let’s travel!** |
| - Tell pupils they are going to watch videos and say the name of a famous place.- Play videos in turns. Have pupils watch videos and raise their hand to say the names of famous places as fast as possible.- Check the answers as a class.- The pupil answering the correct answer gets a gift. | - Listen to the teacher’s instructions.- Watch videos and raise their hand to say the names of famous places as fast as possible.- Check the answers as a class.- The pupil answering the correct answer gets a gift. | - a video of Tokyo (https://www.youtube.com/watch?v=6DQxRQb9dCE)- a video of Ha Long Bay (https://www.youtube.com/watch?v=fAS29vl-RPY) - a video of Ho Chi Minh City(<https://www.youtube.com/watch?v=2EX8RGOGX7Y>) - a video of Mount Everest (https://www.youtube.com/watch?v=nZmO8B9rRik) |

**e. Assessment**

- Performance products: Pupils’ answers and interactions

- Assessment tools: Observation; Questions & Answers

**2. ACTIVITY 1: PRACTICE** (5 minutes)

**a. Objectives**

- To review the vocabulary and structure items related to the topic *Last summer* by playing *Guessing game*.

**b. Content**

- Activity 1. Let’s play.

**c. Expected outcomes**

- Pupils can play the game *Guessing game* to revise the vocabulary and structure items about last summer.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Let’s play.**  |
| **Step 1:** Pupils prepare pictures of the places they went to last summer. **Step 2:** Divide the class into two teams. A pupil from one team holds up a picture covered by another piece of paper so everyone can only see one part of it. The other team guesses what place it is by asking *Yes / No* questions. **Step 3:** If the team can guess the correct place with fewer than three questions, the team gets one star. **Step 4:** Continue the game. The team with more stars will be the winner. | - Pupils prepare pictures of the places they went to last summer. - Pupils work in two teams. A pupil from one team holds up a picture covered by another piece of paper so everyone can only see one part of it. The other team guesses what place it is by asking *Yes / No* questions. - Pupils get one star for one correct place.- Pupils continue playing the game. | An illustration of a class playing *Guessing game* Lucy covering a photo of the place she visited last summer so other pupils can only see one part of the photo. Two pupils asking *Yes / No* questions: *Were you in Long An last summer?* and *Were you in Sa Pa last summer?*Lucy responded to the questions: *No, I wasn’t. I wasn’t in Long An.* and *Yes, I was. I was in Sa Pa.* |

**e. Assessment**

- Performance products: Pupils’ answers and interactions

- Assessment tools: Observation; Questions & Answers

**3. ACTIVITY 2: PRACTICE** (10 minutes)

**a. Objectives**

- To listen to and understand four communicative contexts in which speakers ask and answer questions about the places they were last summer and match the speakers with the right pictures.

**b. Content**

- Activity 2. Listen and match.

**c. Expected outcomes**

- Pupils can listen to and understand four communicative contexts in which speakers ask and answer questions about the places they were last summer and match the speakers with the right pictures.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen and match.** (Track 2) |
| **Step 1:** Draw pupils’ attention to the pictures of the four characters, the places and the weather. Identify them as a class.**Step 2:** Play the recording for Exchange **1**. Ask pupils to listen and identify the correct picture (**a**, **b**, **c** or **d**) and draw a line to match the character (Mary) to the correct place (Picture **b**). Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity if needed. **Step 3:** Repeat **Step 2** for Exchanges **2**, **3** and **4**. Go around the classroom to offer support where necessary. **Step 4:** Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board. **Step 5:** Play the recording for pupils to check their answers again. **Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary. | - Pupils look and identify the pictures of the four characters, the places and the weather.- Pupils listen and identify the correct picture (**a**, **b**, **c** or **d**) and draw a line to match the character (Mary) to the correct place (Picture **b**). Pupils listen to the recording again to do the task. - Pupils follow the teacher’s instructions.- Pupils swap books with a partner, then check answers as a class.- Pupils listen to the recording to check their answers again. - Pupils listen to the recording, sentence by sentence, and repeat individually and in chorus. | Picture cues: **1.** a picture of Mary **2.** a picture of Nam **3.** a picture of Linh **4.** a picture of Lucy **a.** a picture of Tokyo on a rainy day **b.** a picture of Ha Long Bay **c.** a picture of Ho Chi Minh City on a sunny day **d.** a picture of a mountainous area **Audio script:** 1. *A:* Where were you last summer, Mary?  *B:* I was in Ha Long.  It was a great trip. 2. *A:* Were you in Tokyo last summer, Nam?  *B:* Yes, I was.  *A:* What was the weather like in Tokyo at that time?  *B:* It was rainy. 3. *A:* Were you at the beach last summer, Linh?  *B:* No, I wasn't. I was in the mountains. 4. *A:* Where were you last summer, Lucy?  *B:* I was in Ho Chi Minh City with my grandparents.  *A:* How was the weather there?  *B:* The weather was great. It was sunny most of the time.**\*Key:** *1. b 2. a 3. d 4. c* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

**4. ACTIVITY 3: PRACTICE** (8 minutes)

**a. Objectives**

- To correctly use key structures to ask and answer questions about someone’s last summer in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can correctly use key structures to ask and answer questions about someone’s
last summer in a freer context.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s talk.**  |
| **Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see *Input*). **Step 2:** Get pupils to read the speech bubbles and elicit possible answers. **Step 3:** Put pupils into groups of four to ask and answer questions about their last summers. Go around and offer support where necessary. **Step 4:** Invite a few groups to the front of the classroom to ask and answer questions about their last summers. | - Pupils look at the picture and identify the context.- Pupils read the speech bubbles and elicit possible answers.- Pupils work into groups of four to ask and answer questions about their last summers.- Groups of pupils come to the front of the classroom to ask and answer questions about their last summers. | - Picture cue: Picture of four characters talking about the places they were last summer and the weather there - Speech bubbles: *Where were you last summer?* *What was the weather like there?* *Was it fun?* |

**e. Assessment**

- Performance products: Pupil’s talk and interaction

- Assessment tools: Observation; Questions & Answers

**5. FUN CORNER AND WRAP-UP** (7 minutes)

**\* Option 1: Game: Pass the balls (ppt)**

- Choose a song *Back to school* (Track 1) and 2 balls: 1 red and 1 green.

- While the music plays, pupils pass the balls around the class.

- When the music stops, the pupil with the red ball asks a question: *Where were you last summer?*

- The pupil with the green ball answers the question: *I was on the beach.*

- Continue the game with other pupils.

**\* Option 2: Game: Interview**

- Tell pupils they are going to ask their friends to get information about their last summers.

- Demonstrate the game by using an example.

- Give each pupil a handout.

- Have pupils go around the classroom and ask three of their friends, then write down the answers.

- The pupil finishing their handout first is the winner and gets a gift.

- Ask some pupils to check their information.

Tiết 4 : **Tiếng Anh** ( Lớp 5B)

**STARTER**

**Period 3 - C. Classroom instructions**

**I. OBJECTIVES**

By the end of this lesson, pupils will be able to:

**1. Knowledge and skills**

- say the chant with the correct pronunciation, word stress and rhythm;

- listen to and understand two instructions and choose the correct pictures;

 - review some classroom instructions by playing the game *Do as I say*.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about someone’s favourite things correctly and fluently.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening and speaking tasks.

**3. Attributes**

- Show pride in the instructions in classroom.

- Show their love and interest in classroom instructions.

**II. MATERIALS**

- Pupil’s book: Page 9

- Audio tracks 3, 4

- Teacher’s guide: Pages 16, 17

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Starter)

- Computer, projector, …

**III. PROCEDURES**

**1. WARM-UP & REVIEW** (5 minutes)

**a. Objectives**

- To revise classroom instructions.

**b. Content**

- Game: Yes or No

**c. Expected outcomes**

- Pupils can remember and do classroom instructions correctly.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Yes or No** |
| - Ask pupils to play the game individually. - Give each pupil two boards, Yes and No. - Show a question and pictures on the board. Pupils read the question and look at the pictures. Then raise the correct board, Yes or No and shout the correct answer as fast as they can. If the answer is No, they have to add more words to tell the correct idea. Example: Was the weather hot yesterday? \* raising the No board.\* saying “*No, it wasn’t. It was rainy*.”- Give scores to the fastest pupil with the correct answer.  | - Play the game individually. - Get two boards from the teacher. - Read the question and look at the pictures.- Follow the teacher’s instructions. - The fastest pupil with the correct answer gets scores.  | Some suggestions for questions: *1. Were you in Ha Long Bay last summer?**2. Was the weather hot yesterday?**3. Were you at the park yesterday?**4. Was the weather windy this morning?**5. Were you in the mountains last summer?* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & Answers

**2. ACTIVITY 1: PRACTICE** (5 minutes)

**a. Objectives**

- To say the chant with the correct pronunciation, word stress and rhythm.

**b. Content**

- Activity 1. Let’s chant.

**c. Expected outcomes**

- Pupils can say the chant with the correct pronunciation, word stress and rhythm.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Let’s chant.** (Track 3) |
| **Step 1:** Have pupils look at the picture and state activity the characters are doing. **Step 2:** Have pupils read the first verse of the chant. Check comprehension. **Step 3:** Play the recording of the first verse for pupils to listen. Play it again, line by line, for pupils to listen and repeat. Draw their attention to the rhythm, word stress and pronunciation. Encourage them to clap or do actions while chanting. **Step 4:** Repeat **Steps 2** and **3** for the second verse of the chant. **Step 5:** Play the recording all the way through for pupils to chant and clap their hands. | - Pupils look at the picture and state the activity the characters are doing.- Pupils read the first verse of the chant.- Pupils listen to the recording of the first verse. Pupils listen to the recording again, line by line, and repeat. Pupils clap or do actions while chanting.- Pupils follow the teacher’s instructions.- Pupils listen to the recording all the way through to chant and clap their hands. | - Two pictures: A teacher holding a picture in a guessing game.A teacher teaching a group of pupils to sing. - The lyrics and the recording of the chant. |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

 **3. ACTIVITY 2: PRACTICE** (10 minutes)

**a. Objectives**

- To listen to and understand two instructions and choose the correct pictures.

**b. Content**

- Activity 2. Listen and tick.

**c. Expected outcomes**

- Pupils can understand two instructions and choose the correct pictures.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen and tick.** (Track 4) |
| **Step 1:** Draw pupils’ attention to the pictures and ask questions such as *What are they doing?* or *What activity are they doing?* to elicit the activities in the pictures. Remind them to look at pictures **a** and **b** and contrast them. **Step 2:** Play the recording all the way through. Then play the recording again for pupils to listen and tick the correct pictures. **Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class. Correct the answers, if necessary. | - Pupils look at the pictures and answer the questions to elicit the activities in the pictures.- Pupils listen to the recording all the way through. Then pupils listen to the recording again and tick the correct pictures.- Pupils swap books with a partner and check their answers before checking as a class. | Picture cues: **1a.** two pupils working in a pair. **1b.** four pupils working in a group.**2a.** Three pupils doing a writing activity individually. **2b.** Three pupils playing the whispering game. **Audio script:** 1. Work in pairs. Point and say. 2. *A:* Do you want to play a game?  *B:* Yes, we do.  *A:* Let’s play the whispering game.\* Key: *1. a 2. b* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

**4. ACTIVITY 3: PRACTICE** (8 minutes)

**a. Objectives**

- To review some classroom instructions by playing the game *Do as I say*.

**b. Content**

- Activity 3. Let’s play.

**c. Expected outcomes**

- Pupils can play the game *Do as I say* to revise some classroom instructions.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s play.**  |
| **Step 1:** Ask each pupil to prepare three instructions.**Step 2:** Divide the class into two teams. Invite one pupil to the front to share their instructions. While giving each instruction, the pupil also acts out. The action may be the same or different from the instruction. The rest of the pupils listen and follow the given instructions. **Step 3:** Any pupils who cannot follow the instruction correctly will be out of the game. The team with more remaining players gets a star.**Step 4:** Keep going with other pupils. After five minutes, the team with more stars wins. | - Each pupil prepares three instructions.- Pupils work in two teams. One pupil comes to the front to share his / her instructions. While giving each instruction, the pupil also acts out. The rest of the pupils need to listen and follow the given instruction.- Any pupils who cannot follow the instruction correctly will be out of the game. The team with more remaining players gets a star.- Pupils continue playing the game. | An illustration of a class playing *Do as I say.* One pupil is saying *Stand on one foot.* Three other pupils are following the instruction.**Some suggestions for instructions:** *Raise your hand, please!* *Touch your toes, please!**Jump up and down, please!* *Turn around, please!**Turn left, please!**Turn right, please!**Stand in groups of four, please!* |

**e. Assessment**

- Performance products: Pupils’ interaction and performance

- Assessment tools: Observation; Questions & Answers

**5. FUN CORNER AND WRAP-UP** (7 minutes)

**\* Option 1: Game: Tic-Tac-Toe (ppt)**

- Have pupils work in two teams, team Nought and team Cross.

- Pupils from each team take turns choosing a number from one to nine.

- They have to read the command and do appropriate actions.

- Give a star point for the team performing the actions well.

**\* Option 2: Game: Whisper**

- Use phrases of classroom instructions: *stand up, sit down, open your book, close your book, raise your hand, close your eyes, face down, sit nicely, ...*

- Divide the class into two teams. Tell each team to form a line.

- Explain that when you whisper a phrase of classroom instructions to the first pupil in each line, he/ she must in turn whisper it to the second pupil in the line. The second pupil then whispers it to the third, and so on. When the phrase reaches the last pupil in the line, he/ she should call it out. A correct phrase scores one point.

- Play the game.

- Count the points for each team and announce the winner. The team who has more points wins the game.

 *Thứ Năm ngày 12 tháng 9 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3B)

**STARTER**

**B – THE ALPHABET**

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| **I. OBJECTIVES** |
| **Language** | By the end of the lesson, pupils will be able to:* identify the letters of the alphabet by correctly pointing at, singing and performing *The alphabet song* with the correct pronunciation.
* identify the alphabet letters and complete the missing ones.
* count the letters in the target names.
 |
| **Corecompetencie s** | Motivation, adaptability, problem-solving, integrity, communication, planning and organization. |
| **General competence s** | Listening: listen, point and sing Critical thinking: count the lettersOral communication: practice speaking Written communication: read and completeProblem-solving and creativity: do the task in groupsSociability: talk to each other, say good words to others. |

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| **Attributes** | Kindness: help partners to complete learning tasks Diligence: complete learning tasksHonesty: tell the truth about feelings and emotions Responsibility: appreciate kindnessLeadership: collaborate with teachers to enhance language skills |
| **II. RESOURCES AND MATERIAL** |
|  | * Pupil’s book Page 8
* Audio Track 4
* Teacher’s guide Pages 14
* Website *hoclieu.vn*
* Flashcards/pictures and posters (Unit starter)
* Computer, projector
 |
| **III.PRCED RE** | **Warm-up and review – Listen, point and sing – Read and complete – Count the letters – Fun corner and wrap-up.** |

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes |  |
|  | Greet the class. Encourage pupils to respond to your greeting. |  |  |
| **Option 1:** Point to a pupil and have him/her stand up and say *Hi, I’m …* Other pupils wave back and say *Hi*. | Whole class |
| Repeat with other pupils. Point faster and faster to |  |
| make this activity more fun. |  |
| **Option 2**: ***Game: Numbers showing*** |  |
| Teacher says *Numbers, numbers*, then moves hand round and round. |  |
| Ask pupils to do like teacher. |  |
| Teacher says a number randomly. Pupils show their fingers in correspondence with the numbers teacher says.Make it become more interesting by doing quicker and quicker. | Individual work/ Group work |
| **Option 3**:Tell pupils to open their books on page 8 and look at B- The alphabet. | Whole class |

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|  | Write “The alphabet” on the board and model reading it for the class to repeat a few times. Tell pupils what they will learn in this lesson. | Individual work |  |
| **Activity 1. Listen, point and sing.** 8 minutes |  |
| a.Goal | To identify the alphabet letters and complete the missing letters. |  |
| b. Input | * The alphabet song lyrics
* Audio recording of *The alphabet song*
 |  |
| c. Outc ome | Pupils can identify the letters of the alphabet by singing and performing The alphabet song with the correct pronunciation. |  |
| d. Proc edure | **Step 1:** Draw pupils’ attention to the title and lyrics of the song. Tell them about the activity.Model reading the title and the lyrics line by line for pupils to repeat. Encourage them to point at the letters to reinforce their understanding.**Step 2**: Play the recording all the way through for pupils to listen carefully to the pronunciation and the melody.**Step 3**: Play the recording again for pupils to listen and repeat. Do this several times until they feel confident. Correct their pronunciation where necessary.**Step 4**: Play the recording all the way through for pupils to sing along.**Step 5**: Show pupils actions to do while singing along with the recording, for example, use a finger to draw the letters in the air while singing.**Extension**: Put pupils into groups to make up their own actions for the song. Invite groups to the front of the classroom to sing and perform the song, while the rest of the class sings and / or claps along. Encourage the class to praise or cheer the performers. | Whoe classWhole clasWhole class/ Individual workGroup work/ Individual work |
| **Activity 2. Read and complete.** 9 minutes |  |  |
| a. Goal | To identify the alphabet letters and complete the missing letters. |  |
| b. Input | The incomplete alphabet with three missing letters: F, J, and Z |  |

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| --- | --- | --- |
| c.Outc ome | Pupils can identify the missing letters in the alphabet and write them out. Key: 1. F 2. J 3. Z |  |
| d. Proc edure | **Step 1:** Draw pupils’ attention to the incomplete alphabet. Tell them about the activity.Show them how to do the task: point at the letters respectively for pupils to read, elicit the first missing letter and give feedback. Write the answer on the board and have pupils read it in chorus.**Step 2**: Give pupils time to do the task individually or in pairs. Go around the classroom to offer support where necessary.**Step 3**: Invite a pupil to stand up and say the missing letters. Correct their pronunciation where necessary. Write the answers on the board for the class to correct their answers.**Extension:** Have the class sing *The alphabet song* a few times . This can be conducted in groups. | Whole class/ Individual workIndividual workWhole class/ Group work |
| **Activity 3. Count the letters.** 8 minutes |  |
| a.Goal | To count the letters in the target names. |  |
| b.Input | Three names: BEN, MARY and LINDA |  |
| c. Outc ome | Pupils can count the letters in three target names. |  |
| d. Proc edure | **Step 1**: Draw pupils’ attention to the target names. Tell them about the activity and show them what to do: Point at the first name BEN and have pupils count the letters by reading the numbers under the target name in chorus. Point at Number 3 and say that it is the total number of the letters in the name BEN. Get the class to count the letters again in chorus.**Step 2**: Give pupils time to do the task individually or in pairs. Go around the classroom to offer support where necessary.**Step 3**: Invite a pupil to stand up and count the letters in the names. | Whole class/ Individual workPair workIndividual work |
| **Fun corner and wrap-up:** 5 minutes |  |

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|  | **Option 1**:Use *hoclieu.vn*, have pupils look at the words in the picture of Activity 4 and repeat after the recording.**Option 2:****Game: What’s missing?**Write a number of letters on the board. Let the pupils say the names of letters.Cover one letter. Pupils have to say what’s missing. (This can be played between groups or individual)Check the answer. If it’s correct, give points to the groups/ pupils.Ask pupils to say the name of missing letter again. Repeat the procedure with several other lettes.**Option 3: SPELLING GOODBYE**Say *I’m (your name*). Spell and write teacher’s name on the board. Say *Bye* and wave. Ask the pupils to line up and do the same, one by one, as they leave theclassroom. Wave back. | Whole classGroup work/ Individual workIndividual work |  |

Tiết 2 : **Tiếng Anh** ( Lớp 3B)

# **STARTER**

**C – FUN TIME**

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| **I. OBJECTIVES** |
| **Languag e** | By the end of the lesson, pupils will be able to:* to review the numbers from one to ten by counting with fingers.
* to review the numbers from one to ten and the alphabet letters by playing the game Bingo**.**
 |
| **Core compete ncies** | Teamwork, work standards, reliability, motivation, adaptability, integrity, communication, … |
| **General compete nces** | Listening: listen to the teachers and classmates. Oral communication: let’s play and talkSociability: talk to each other, say good words to others. |
| **Attribut es** | Diligence: complete learning tasksHonesty: tell the truth about feelings and emotions Responsibility: appreciate kindness |
| **II. RESOURCES AND MATERIAL** |
|  | * Pupil’s book Page 9
* Audio Track 4
* Teacher’s guide Page 16
* Website *hoclieu.vn*
* Flashcards/pictures and posters (Unit Starter)
* Computer, projector…
 |
| **III.PROCEDURE** | **Warm-up and review – Count one to ten – Let’s play – Fun corner and wrap-up.** |

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| **Procedu re** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes |  |
|  | Greet the class.**Option 1:** Hello song* Ask pupils to sing a Hello song.
* Invite some of them to come to the board to
 | Whole class |  |
|  | role play. The other pupils will sing.**Option 2**: ***Game: Can you sing?***Let the pupils sing the song once. Cover 4 letters at the end of each line, ask them to say what’s missing.Sing the song again with the missing letters. Cover 4 more letters at the middle of each line, ask them to say what’s missing.Sing the song again with the missing letters. Make it become more interesting with competition between groups.**Option 3**:* Introduce ways of greeting to the class.

+ Say the teacher’s and students’ names.+ Make eye contact.+ Use a friendly nonverbal greeting, such as a handshake, high five, or thumbs-up…Give a few words of encouragement. | Individual workWhole class Individual workGroup workIndividual work/ Group work |  |

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| **Activity 1. Count one to ten.** 8 minutes |  |
| a. Goal | To review the numbers from one to ten by counting with fingers. |  |
| b. Input | Picture cues of the hands showing numbers from one to ten. |  |
| c.Outcome | Pupils can review the numbers from one to ten by using their fingers to count. |  |
| d.Procedur e: | **Step 1**: Draw pupils’ attention to the pictures of the hands. Tell them about the activity. Show the class how to use fingers to count from one to ten a few times until they can feel confident of using the same way to count.**Step 2**: Give pupils time to do the task individually or in pairs. Go around the classroom to offer support.**Step 3**: Invite a few pupils to the front of the classroom to take turns to perform the task.Get the class to vote for the best performer. | Whole classPair work Whole class/Individualwork |  |
| **Activity 2. Let’s play.** 9 minutes |  |  |
| a. Goal | To review the numbers from one to ten and the alphabet letters by playing the game **Bingo.** |  |

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|  |  |  |
| b. Input | Two 3 x 3 Bingo grids, one filled with nine numbers, another filled with nine letters of the alphabet. |  |
| c.Outcome | Pupils can review numbers from one to ten and the alphabet letters by playing the game *Bingo*. |  |
| d.Procedur e | **Step 1**: Draw a 3 x 3 Bingo grid on the board and get pupils to do the same in their notebooks. Tell pupils to complete their grids with any numbers from one to ten. Explain how to play the game:You call out a number. Every pupil that has that number in his or her grid should cross it out.Continue to call out numbers (remember to keep a record!) until someone shouts *Bingo!* Check his / her grid to make sure that he or shehas his or her grid crossed out the numbers thatyou have called, then declare him or her the winner.**Step 2**: Repeat the same procedure with the Bingo grid filled with the letters of the alphabet.**Extension**: If time allows, have pupils countfrom one to ten, and sing *The alphabet song* in chorus. | Whole class/ Individual workWhole classIndividual workWhole classWhole class/ Individual work |  |
| **Fun corner and wrap-up:** 5 minutes |  |
|  | **Option 1**:Use *hoclieu.vn*, have pupils look at the words in the picture and repeat after the recording.**Option 2:****Game: Who can write fast?**Divide the class into three/ four teams. Call out a letter of the alphabet. A pupil from each team writes that letter on the board. Give one point for each correct answer.Repeat with more letters or spelling names.**Option 3:****Game: Birds come home** | Whole classGroup workIndividual work |  |
|  | Tell pupils they are choosing birds with the right number to come home. Ask them look at the numbers to choose the right bird and click on that bird. The bird with the correct number will fly to the nest.Give points to the teams/ pupils who can do it well.**Wrap-up:**Divide the class into 2 or 4 groups. Each group chooses a letter by reading its name. Teachers clicks that letter to open the box and see how many stars pupils will get for the letter. Repeat the procedure until the last letter.Groups having the most stars will win. | Group workIndividual workGroup work | GV sử dụng file PPT đi kèm cho HĐ này |

Tiết 3 : **Tiếng Anh** ( Lớp 5A)

**STARTER**

**Period 2 - B. Last summer**

( Đã soạn lớp 5B**)**

Bổ sung :Học sinh nhắc lại một số mẫu câu để nói đến hoạt động đã xảy ra .

 Luyện các kĩ năng giao tiếp đơn giản trong lớp học.

Tiết 4 : **Tiếng Anh** ( Lớp 5A)

**STARTER**

**Period 3 - C. Classroom instructions**

( Đã soạn lớp 5B**)**

Bổ sung :Tổ chức cho hsinh thực hành các kĩ năng của phần bài học .

 Quan tâm đến hsinh còn chưa tiếp thu kịp nội dung.

 *Thứ Sáu ngày 13 tháng 9 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**Period 2 - B. Last summer**

( Đã soạn lớp 5B**)**

Bổ sung :Học sinh nhắc lại một số hoạt động đã diễn ra vào mùa hè

 Chia sẻ những trải nghiệm đã thực hiện ở mùa hè .

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**STARTER**

**Period 3 - C. Classroom instructions**

( Đã soạn lớp 5B**)**

Bổ sung :Tổ chức một số hoạt động chia sẻ trong lớp học .

 Hsinh tương tác theo mục tiêu của hoạt động.

Tiết 3 : **Tiếng Anh** ( Lớp 3A)

**B – THE ALPHABET**

( Đã soạn lớp 3B )

Bổ sung :Thực hành hát bài hát bảng chữ cái theo giai điệu.

 Quan tâm sát sao các đối tượng học sinh.

Tiết 4 : **Tiếng Anh** ( Lớp 3A)

**C – Funtime**

( Đã soạn lớp 3B )

Bổ sung :Học sinh nhắc lại một số câu ở phần nghe .

 Luyện phát âm từ khó

|  |  |
| --- | --- |
| **Lãnh đạo duyệt****Nguyễn Thị Kim Huế** | **Người Soạn bài****Nguyễn Thị Vân** |