**KẾ HOẠCH BÀI DẠY** **TUẦN 10 MÔN TIẾNG ANH**

NĂM HỌC 2024-2025

GV giảng dạy : Nguyễn Thị Vân

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Thứ | Buổi | Tiết | Lớp | Môn | Tên bài |
| Hai  11/11 | Sáng | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| Chiều | 1 | 5A | T.Anh | Fun time- Activity 1 - 3 |
| 2 | 5A | T.Anh | Unit 6 : Our school rooms - Lesson 1  - Activity 1 - 3 |
| 3 |  |  |  |
| Ba  12/11 | Sáng | 1 | 5B | T.Anh | Fun time- Activity 1 - 3 |
| 2 | 5B | T.Anh | Unit 6 : Our school rooms - Lesson 1  - Activity 1 - 3 |
| 3 | 3B | T.Anh | Fun time- Activity 1 - 3 |
| 4 | 3B | T.Anh | Unit 6 : Our school - Lesson 1 - Activity 1 - 3 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Tư  13/11 | Sáng | 1 | 3A | T.Anh | Fun time- Activity 1 - 3 |
| 2 | 3A | T.Anh | Unit 6 : Our school - Lesson 1 - Activity 1 - 3 |
| 3 | 5A | T.Anh | Unit 6 : Our school rooms - Lesson 1  - Activity 4 - 6 |
| 4 | 5A | T.Anh | Unit 6 : Our school rooms - Lesson 2  - Activity 1 - 3 |
| Chiều | 1 | 5C | T.Anh | Fun time- Activity 1 - 3 |
| 2 | 5C | T.Anh | Unit 6 : Our school rooms - Lesson 1  - Activity 1 - 3 |
| 3 |  |  |  |
| Năm  14/11 | Sáng | 1 | 5B | T.Anh | Unit 6 : Our school rooms - Lesson 1  - Activity 4 - 6 |
| 2 | 5B | T.Anh | Unit 6 : Our school rooms - Lesson 2  - Activity 1 - 3 |
| 3 |  |  |  |
| 4 |  |  |  |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Sáu  15/11 | Sáng | 1 | 5C | T.Anh | Unit 6 : Our school rooms - Lesson 1  - Activity 4 - 6 |
| 2 | 5C | T.Anh | Unit 6 : Our school rooms - Lesson 2  - Activity 1 - 3 |
| 3 | 3B | T.Anh | Unit 6 : Our school - Lesson 1 - Activity 4 - 6 |
| 4 | 3B | T.Anh | Unit 6 : Our school - Lesson 2 - Activity 1 - 3 |
| Chiều | 1 | 3A | T.Anh | Unit 6 : Our school - Lesson 1 - Activity 4 - 6 |
| 2 | 3A | T.Anh | Unit 6 : Our school - Lesson 2 - Activity 1 - 3 |
| 3 |  |  |  |

*Thứ Hai ngày 11 tháng 11 năm 2024*

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5A)

**EXTENSION ACTIVITIES**

**Period 3**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- read six descriptions of jobs and match them to the jobs and places of work.

- complete a table about jobs, workplaces and job activities.

- talk about future jobs and give reasons for wanting these jobs.

**2. Competences**

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

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

**3. Attributes**

- Study hard to review the vocabulary and sentence patterns they have learnt.

- Play games fair.

**II. MATERIALS**

- Pupil’s book: Page 42, 43

- Teacher’s guide: Pages 93, 94

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Review 1)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the vocabulary about jobs and places to work.

**b. Content**

- Game: Guessing Game

**c. Expected outcomes**

- Pupils can remember and say the vocabulary about jobs and places to work.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Guessing Game** | | |
| - Tell pupils that they are going to answer the questions in turn.  - Show the questions for pupils.  - Model the game.  - Have pupils give the answer for each question.  - Pay attention to pupils’ pronunciation.  - Give comments and praise. | - Listen to the teacher’s explanation.  - Look or read the questions carefully.  - Give the answer for each question. | **Questions and answers:**  1. The person putting out fires is called a ...  2. The person writing stories is called a ...  3. Guess the word D\_CT\_R  4. Guess the word G\_RD\_ \_ \_R  5. Where is it?  6. Where is it?  7. Where is it?  **\*Key:** |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation

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

**a. Objectives**

- To read six descriptions of jobs and match them to the jobs and places of work.

**b. Content**

- Activity 1. Choose and write the correct words on the lines.

**c. Expected outcomes**

- Pupils can read six descriptions of jobs and match them to the jobs and places of work.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Choose and write the correct words on the lines.** | | |
| **Step 1:** Tell pupils the goal of the activity: They need to match the sentences describing jobs with the correct photos.  **Step 2:** Have six pupils each read one of the sentences aloud. Correct their pronunciation as necessary. Ask pupils to guess what the jobs being described are, and accept all answers.  **Step 3:** Draw pupils’ attention to Picture **a.** Ask questions to elicit what pupils can see, e.g. *What is this place? What are these? Who works here?* Have a pupil read the word under the picture aloud *(theatre).*  **Step 4:** Have pupils work individually to choose the sentence that matches Picture **a** (Sentence **3**).  **Step 5:** Repeat **Steps 3** and **4** for the rest of the pictures.  **Step 6:** Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board. | - Pupils listen to the teacher’s explanation.  - Six pupils each read one of the sentences aloud. Pupils guess what the jobs being described are.  - Pupils pay attention to Picture **a.** Pupils follow the teacher’s instructions.  - Pupils work individually to choose the sentence that matches Picture **a** (Sentence **3**).  - Pupils follow the teacher’s instructions.  - Pupils swap books with a partner, then check answers as a class. | - Three pictures of places of work and three pictures of people doing jobs  - Six sentences describing jobs  **\*Key:**  1. school  2. doctor  3. theatre  4. reporter  5. firefighter  6. garden |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

- To complete a table about jobs, workplaces and job activities.

**b. Content**

Activity 2. Complete the table about jobs.

**c. Expected outcomes**

- Pupils can complete a table about jobs, workplaces and job activities.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Complete the table about jobs.** | | |
| **Step 1:** Tell pupils the goal of the activity: They need to use their knowledge of jobs or information in Activity 1 to complete the table.  **Step 2:** Write the table headings *Jobs, Working places* and *Activities* on the board. Point to each heading in turn and have pupils give examples that fit the categories, e.g. *doctor, gardener; hospital, garden; help people, water the flowers.*  **Step 3:** Have a pupil read the first row of the table aloud: *teacher, school, teach children.* Complete the second row with the class as an example. Point to *actor* and *ask, Where does an actor work? (a theatre).* Then ask, *What does an actor do?* (e.g. *act and tell stories*). Write these answers on the board.  **Step 4:** Have pupils work individually to complete the rest of the table.  **Step 5:** Get pupils to check their answers in pairs, then check answers as a class. Write the correct answers on the board, accepting any reasonable answers about working places and activities. | - Pupils listen to the teacher’s explanation.  - Pupils follow the teacher demonstrating the examples.  - A pupil reads the first row of the table aloud. Pupils follow the teacher’s instructions.  - Pupils work individually to complete the rest of the table.  - Pupils check their answers in pairs, then check answers as a class. | An incomplete table with the headings *Jobs, Working places* and *Activities,* and six rows  **\*Key:**  1. theatre  2. act / tell stories / act and tell stories  3. firefighter  4. fire station  5. gardener  6. plant / water the flowers / trees / plants  7. office  8. report the news  9. doctor  10. help sick people |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To talk about future jobs and give reasons for wanting these jobs.

**b. Content**

- Activity 3. Work in groups. Talk about what you want to be in the future. Say why.

**c. Expected outcomes**

- Pupils can talk about future jobs and give reasons for wanting these jobs.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Work in groups. Talk about what you want to be in the future. Say why.** | | |
| **Step 1:** Tell pupils the goal of the activity: They need to have a conversation about the jobs they want to have in the future and say why they want these jobs.  **Step 2:** Draw pupils’ attention to the picture and have them describe what they can see (see *Input*). Have pupils read the sentences in the speech bubbles aloud. Have pupils name as many jobs as they can and write them on the board.  **Step 3:** Revise the questions and answers *What would you like to be in the future? - I’d like to be a \_\_\_\_\_.* and *Why would you like to be a \_\_\_\_\_? - Because I’d like to \_\_\_\_\_.* Write them on the board and invite four pupils to stand up and ask and answer the questions.  **Step 4:** Put pupils into groups of four. Let them work together to take part in their conversations. Monitor and support pupils as necessary.  **Step 5:** Have a few groups of pupils come to the front of the class and repeat their conversations. | - Pupils listen to the teacher’s explanation.  - Pupils look at the picture and describe what they can see. Pupils read the sentences in the speech bubbles aloud. Pupils name as many jobs as they can and write them on the board.  - Pupils follow the teacher’s instructions. Pupils stand up and ask and answer the questions.  - Pupils work in groups of four to take part in their conversations.  - A few groups of pupils come to the front of the class and repeat their conversations. | - A picture of four pupils sitting at a table and talking  - Speech bubbles:  *I’d like to be a teacher because \_\_\_\_\_.*  *I want to be \_\_\_\_\_ because \_\_\_\_\_.*  **Suggested answer:** |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game: Lucky numbers (ppt)**

- Tell pupils they are going to choose numbers and then ask and answer the questions.

- Prepare numbers with stars.

- Divide the class into two groups.

- Prepare the numbers with the questions and stars on their backs.

- Have pupils from each group choose a number and ask and answer questions about jobs and places to work.

e.g. Pupil A: *What would you like to be in the future?*

Pupil B: *I’d like to be a teacher.*

- Get corresponding points for their group.

- Continue with the other pupils.

- The group with more points wins the game.

**\* Option 2: Game: Kim’s game**

- Divide the class into two teams. Say “You are going to play a memory game.”

- Display many words and phrases on the board. Give pupils two minutes to memorise these words and phrases.

e.g. *school, garden, theatre, fire station, hospital, actor, dentist, teacher, doctor, firefighter, gardener, writer, reporter*

- Turn the word cards face down on the board. In their teams, the pupils try to write down many words as they can remember.

- Check the answers as the class.

- Count the points for each team and announce the winner. The team with the most points wins. The winning team must then correctly pronounce all of the words and phrases.

Tiết 2 : **Tiếng Anh** ( Lớp 5A)

**UNIT 6: OUR SCHOOL ROOMS**

**Lesson 1 - Period 1**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the location of rooms in a school;

- correctly say the phrases *first ﬂoor, ground ﬂoor, second ﬂoor, third ﬂoor, go along, go downstairs, go past, go upstairs* in relation to the topic *“*Our school rooms” and use *Where’s the \_\_\_? – It’s on the \_\_\_.* to ask and answer questions about the location of a room in a school;

- use Where’s the \_\_\_\_\_? – *It’s on the \_\_\_\_\_.* in a freer context.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about school rooms.

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

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

**3. Attributes**

- Show their love and interest in school.

**II. MATERIALS**

- Pupil’s book: Page 44

- Audio tracks 56, 57

- Teacher’s guide: Pages 88, 89, 90

- Website *hoclieu.vn*

- Flash cards / pictures and posters (Unit 6)

- Computer, projector, …

**III. PROCEDURES**

**1. WARM-UP & INTRODUCE NEW WORDS** (5 minutes)

**a. Objectives**

- To revise the song.

- To introduce new words.

**b. Content**

- Let’s sing.

- New words:

\* Location: ground floor, first floor, second floor, third floor

\* School rooms: library, music room, art room, computer room

**c. Expected outcomes**

- Pupils can remember and say the words about location at school correctly.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Let’s sing. (Page 38)** | | |
| - Draw pupils’ attention to the song on the screen.  - Divide the class into 2 groups, take turns singing two verses of the song.  - Praise them and get the class to cheer or clap if they do a good job. | - Pupils look at the screen and take turns singing the song. | Lyrics of the song in page 38 |
| INTRODUCE NEW WORDS | | |
| - Draw pupils’ attention to a new friend: Tommy – 9 years old – and ask pupils to follow his school tour  - Introduce school rooms and the locations at school. | - Pupils follow the teacher’s instructions. - Pupils listen to and repeat individually and / or in chorus word by word. | \* **Location:** *ground floor, first floor, second floor, third floor*  \* **School rooms:** |

**e. Assessment**

- Performance products: Pupils’ pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the location of rooms in a school.

**b. Content**

- Activity 1. Look, listen and repeat.

**c. Expected outcomes**

Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the location of a room in a school.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 56) | | |
| **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures.  **Step 2:** Ask pupils to look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.  **Step 3:** Play the recording again, sentence by sentence, for pupils to listen to and repeat individually and / or in chorus.  **Step 4:** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.  **Step 5:** Draw pupils’ attention to the question *Where’s the library?* and the answer *It’s on the second floor.* Tell pupils that they are used to ask and answer questions about the location of a room in a school. | - Pupils look at Pictures **a** and **b** and identify the characters in the pictures.  - Pupils look at Picture **a** and listen to the recording. Pupils listen to and repeat the recording sentence by sentence individually and in chorus.  - Pupils repeat the same procedure with Picture **b**.  - Pairs of pupils come to the front of the classroom to listen to and repeat the sentences in the recording.  - Pupils pay attention to the question and the answer and listen to the teacher’s explanation. | – Context **a**: In the school playground, a foreign boy asking Mai to show him around the school.  Boy: *Good morning.  Could you show us around your school?*  Mai: *Yes, of course.  Let’s go!*  – Context **b**: The boy and Mai talking about the location of the library.  Boy: *Where’s the library?*  Mai: *It’s on the second floor.* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

**3. ACTIVITY 2: LISTEN, POINT AND SAY** (10 minutes)

**a. Objectives**

- To correctly say the phrases and use *“Where’s the \_\_\_\_? – It’s on the \_\_\_\_.* to ask and answer questions about the location of a room in a school.

**b. Content**

- Activity 2. Listen, point and say.

**c. Expected outcomes**

Pupils can correctly say the phrases and use*Where’s the \_\_\_\_? – It’s on the \_\_\_\_.* to ask and answer questions about the location of rooms in a school.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 57) | | |
| **Step 1:** Have pupils look at the pictures and elicit the locations of the rooms.  **Step 2:** Have pupils point at the art room on the ground floor, listen to the recording and repeat the phrases (*art room – ground floor*). Repeat the same procedure with the other three rooms. Have pupils repeat the phrases a few times. Check comprehension.  **Step 3:** Point at the first bubble and have pupils listen and repeat after the recording (*Where’s the art room?*). Point at the art room on the ground floor and have pupils listen and repeat the answer after the recording (*It’s on the ground floor*.). Repeat the same procedure with the other three rooms.  **Step 4:** Have pupils work in pairs to practise asking and answering the question *Where’s the \_\_\_\_? – It’s on the \_\_\_\_.* using the speech bubbles and rooms in the pictures.  **Step 5:** Invite a few pairs to point at the picture and say the questions and answers in front of the class. | - Pupils look at the pictures and elicit the location and school rooms.  - Pupils point at the pictures, listen to the recording and repeat the words. Pupils repeat the words a few times.  - Pupils listen and repeat after the recording, sentences by sentence, until they feel confident.  - Pupils work in pairs and practise asking and answering the question, using speech bubbles.  - Pairs of pupils point at the pictures and say the Questions & Answers in front of the class. | – **Picture and word cues:**  a school building includes:  - an art room on the ground floor, and the phrases *art room*, *ground floor* nearby  - a library on the first floor, and the word/ phrase *library*, *first floor* nearby  - a computer room on the second floor, and the phrases *computer room*, *second floor* nearby  - a music room on the third floor, and the phrases *music room*, *third floor* nearby  **Speech bubbles:**  *Where’s the \_\_\_\_\_\_\_?* – *It’s on the \_\_\_\_\_\_.*  **Audio script:** |

**e. Assessment**

- Performance products: Pupils’ talks and interaction

- Assessment tools: Observation; Questions & Answers

**4. ACTIVITY 3: LET’S TALK** (8 minutes)

**a. Objectives**

- To use *Where’s the \_\_\_\_? – It’s on the \_\_\_\_.* in a free context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can use *Where’s the \_\_\_\_? – It’s on the \_\_\_\_.* in a free context.

**Preparation for the project**: Tell pupils about the project at page 49. Ask them to prepare for it at home by drawing a picture of their favourite school or their dream school in the future. Remind them to bring the pictures to class to present them at Project time.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s talk.** | | |
| **Step 1:** Draw pupils’ attention to the picture. Have them look at the pictures and identify the location of each room. Pupils can look back to Activity **2** if they need reminding of any of the vocabulary.  **Step 2:** Have pupils look at the bubbles to understand how the sentence pattern is used. Have pupils role-play to practise asking the questions and giving their answers in pairs, using the picture cue. Make sure pupils understand the structure and say it with the right pronunciation and intonation. Go around the classroom to observe and provide help.  **Step 3:** Invite some pairs of pupils to practise asking and answering questions in front of the class. Praise them if they perform well.  **Extension:** For more able classes, have pupils work in pairs to ask and answer about the locations of their school rooms. | - Pupils look at the pictures. Pupils say the actions of the characters in the pictures.  - Pupils look at the second speech bubble on the board and say the completed sentences.  - Pupils look at the bubbles to understand how the sentence pattern is used.  - Pupils role-play to practise asking and answering questions.  - Pupils practise asking and answering questions in front of the class. | – Picture cue: four rooms (computer room, art room, music room and library) located on different floors of a school building.  – Speech bubbles:  *Where’s the \_\_\_?* – \_\_\_\_\_.  **Suggested answers:**  **a.***A:* Where’s the art room?  *B:* It’s on the second floor.  **b.** *A:* Where’s the music room?  *B:* It’s on the third floor.  **c.** *A:* Where’s the computer room?  *B:* It’s on the first floor.  **d.** *A:* Where’s the library?  *B:* It’s on the ground floor. |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**\*Option 1: Game: Spin the wheel (ppt)**

- Divide class into 2 teams: Boys and Girls

- Draw pupils’ attention to the questions on the screen.

- In teams, they take turns spinning the wheel and answer the questions. Read the question aloud and answer it. If they have the correct ones, they get the points.

- The team with more points wins the game.

*Thứ Ba ngày 12 tháng 11 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**EXTENSION ACTIVITIES**

**Period 3**

( Đã soạn lớp 5A**)**

Bổ sung :- Lưu ý cách trình bày bài cho học sinh..

* Quan tâm sát sao đến học sinh đọc còn chậm và chưa lưu loát.

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 6: OUR SCHOOL ROOMS**

**Lesson 1 - Period 1**

( Đã soạn lớp 5A**)**

Bổ sung :- Lưu ý phát âm một số từ khó cho học sinh.

* Thực hành nhiều hơn với các địa điểm có tên khác nhau
* Bước đầu sử dụng dạng mẫu câu yes/no question.

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**FUNTIME**

**Period 3**

|  |  |
| --- | --- |
| **I. OBJECTIVES** | |
| **Language** | By the end of the lesson, pupils will:   * take part in three fun activities relating to their language knowledge and competences. |
| **Corecompetencies** | decision making, teamwork, problem-solving, communication, stress tolerance |
| **Generalcompetencies** | Oral communication: let’s talk  Self-control & independent learning: perform reading tasks  Communication and collaboration: work in pairs or groups |
| **Attributes** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Pupil’s book Page 42 * Teacher’s guide Pages 76, 77, 78 * Website *hoclieu.vn* * Computer, projector, … |
| **III.PROCEDURE** | **Warm-up and review – Find, circle and match – Quiz time – Look and match – Fun corner and wrap-up** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teaching and learning activities** | **Pupils’activities** | **Note** |
| **Warm-up and review:** 6 minutes | | | |
|  | Greet the class.  **Option 1:** Sing the alphabet song on page 8.   * Ask pupils to sing the song. * Praise pupils and get the class to cheer or clap hands.   **Option 2**: Who is faster?   * Divide the class into 2 big groups. Each group has a leader to check their group’s work. * Teacher sticks the flashcards and writes numbers 1 - 6 on the board. * Teacher says a number, each member from 2 groups says the word.   ***Example:***    **Option 3:** Word Scramble  **-** Teacheruses flashcards to review vocabulary from Unit 1 to Unit 5.  -Ask pupils to look at the given letter, rearrange them to find the correct word.  - Teacher gives points or candies to the fastest pupil with the correct answer. | Whole class  Group work  Individual work/  Group work |  |
| **Activity 1. Find, circle and match.** 8 minutes | | | |
| a. Goal: | To revise target vocabulary by doing a word search | |  |
| b. Input: | – The word search  – Picture cues: number 9, an ear, a girl cooking, a boy drawing, a hand  – Flash cards for nine, an ear, cooking, drawing and a hand | |  |
| c.Outcome: | Pupils can find the words in the word search and match each of them with the relevant picture.  Key: | |  |
| d.Procedure: | **Step 1:** Have pupils look at the activity. Point at the pictures and ask “What’s this?” or “What do you see in the pictures?” Write the words or stick the flash cards of the words, one by one, on the board. Point at each word on the board and have pupils say the word as a class.  **Step 2:** Point at the picture of an ear, and draw pupils' attention to the word ear that has been circled as an example. Tell pupils to find the rest of the words in the word search.  **Step 3:** Have pupils match the words in the word search with the pictures. Have them check and correct their answers in pairs. Check the answers as a class.  **Step 4**: Have pupils work in pairs, one points at the pictures and the other points at the circled words in the word search and say them aloud. | Whole class  Whole class/ Individual work  Individual work  Pair work/  Whole class |  |
| **Activity 2.** **Quiz time.** 10 minutes | | | |
| a. Goal: | To revise vocabulary and sentence patterns learnt in Units 1–5. | |  |
| b. Input: | – Two sets of flash cards showing different target words, e.g. ear, face, eye, hand, nose, and name.  – Boxes for the flash cards labelled Box 1 and Box 2. | |  |
| c. Outcome: | Pupils can demonstrate their understanding and ability to use the target vocabulary and sentence patterns learnt in Units 1 – 5. | |  |
| d. Procedure: | **Step 1:** Put pupils into two teams, **Team 1** and **Team 2**.  **Step 2:** Have one representative of each team stand next to his/her box, **Box 1** and **Box 2**.  **Step 3:** Explain the rules: Two quizmasters will read different dialogues for each pair of pupils.  Example:  Pupil 3 (showing the flash card): What’s this?  Pupil 4: It’s a hand.  After listening to the dialogue, Pupils 1 and 2 must race to find the right flash card and put it in their team’s box. Whoever is quickest earns one point for his / her team. Other pairs then take turns to compete. The quiz continues until the end of the time limit (5 – 10 dialogues are recommended). The team with the most points wins. | Group work  Individual work  Group work |  |
| **Activity 3. Look and match.** 5 minutes | | | |
| a. Goal | To learn the five senses and how they relate to our bodies | |  |
| b. Input | - Five pictures showing the body parts that we use for the five senses, labelled eye, ear, nose, hand, mouth.  - Five pictures showing children tasting, smelling, seeing, hearing and touching. | |  |
| c. Outcome | Pupils have learnt the five senses and how they relate to our bodies. | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to Pictures 1 to 5 and elicit the names of the body parts: eye, ear, nose, hand, mouth.  **Step 2:** Point to your eyes and ask pupils what they do with their eyes. Encourage pupils to share their ideas, then explain that we see with our eyes. Write see on the board and model it for pupils to repeat.  **Step 3:** Repeat Step 2 for Pictures 2 to 5 (hear, smell, touch, taste).  **Step 4:** Have pupils complete the activity by drawing lines to match the body parts to the senses. Check answers together as a class. | Whole class  Whole class/ Individual work |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | **Option 1:** Review vocabulary (using flashcards)  **Option 2:** Game: Excellent reader!   * Divide the class into 4 groups (around 5 pupils/group). Each group stands in line and appoints a leader. * Each group will be given a set of 5 words. Each member has to read out loud one word for the leader to check. As soon as they finish, the leader will run and slap the board. * The group that finishes the reading task in the shortest time is the winner.   **Option 3:** Game: I got it!   * Teacher asks pupils to read the definition carefully and guess what word it is. * When pupils have the answer, they will raise their hand and say “I got it”.   ***Key:***   1. We can use this body part to smell. – A nose 2. It’s between number six and eight. – Number seven. 3. We say this to greet people. – Hello/ Hi! 4. We can use this body part to listen to music.  – An ear/ ears. 5. We use this body part to touch things. – A hand/hands. | Whole class  Group work  Individual work |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**UNIT 6: OUR SCHOOL**

**Lesson 1 – Period 1**

|  |  |
| --- | --- |
| **I. OBJECTIVES** | |
| **Language:** | By the end of the lesson, pupils will be able to:  - use the words *school, classroom, library, playground* in the sentence pattern: *Is this our \_\_\_\_\_\_\_\_\_\_\_\_? – Yes, it is. / No, it isn’t.*  - use *Is this our ? – Yes, it is. / No, it isn’t.* to ask and answer questions about their school. |
| **Corecompetencies:** | teamwork, reliability, motivation, communication and initiative. |
| **General competencies:** | Listening: listen and recognize the names, then repeat.  Critical thinking: talk about school, answer yes/ no questions.  Oral communication: talk about schools and places in the room, answer some questions.  Self-control & independent learning: perform listening tasks.  Communication and collaboration: work in pairs or groups. |
| **Attributes** | - Diligence: complete learning tasks  - Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 44 * Audio Tracks 57, 58 * Teacher’s guide Pages 79 - 81 * Website *hoclieu.vn* * Flash cards/ pictures and posters (Unit 6) * Computer, projector, … |
| **III.PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:** Sing the song *My hobby* in Unit 5, Lesson 2  - Ask pupils to sing the song.  - Invite some of them to come to the board to role play, the rest of the pupils will sing.  **Option 3:** **Game: Who is faster?**  Review the previous lesson by having the class play the game *Who is faster?,* using the words in Unit 5. | Whole class/Group work  Individual work/ Group work |  |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.** 8 minutes | | | |
| a. Goal: | To understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer questions about their school. | |  |
| b. Input: | – Context **a:** *Ms Hoa: Look at this picture. Is this our school?*  *Lucy: Yes, it is. It’s our school.*  – Context **b:** *Ms Hoa: Is this our school?*  *Lucy: No, it isn’t.* | |  |
| c.Outcome: | Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer questions about their school. | |  |
| d.Procedure: | **Step 1: Learn new words**  Have pupils look at the pictures and elicit the places at school. Have the class repeat the words a few times. Hold up the flash cards for *school, classroom, library* and *playground* and have pupils say the words.  Check their new vocabulary with the game *Look and guess*.  **Step 2:** Draw pupils’ attention to the pictures. Point at each picture, ask questions to help them identify names of the speakers in the pictures.  **Step 3:** Have pupils look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Do this several times until they feel confident. Follow the same procedure with Picture **b**. Correct their pronunciation where necessary.  **Step 4:** Play the recording again for pupils to listen and repeat in chorus sentence by sentence.  **Step 5:** Invite a few pairs to the front of the class to listen and repeat the sentences.  **Step 6:** Draw their attention to the question *Is this our school?* and the answers *Yes, it is.* and *No, it isn't.* Tell pupils that they are used to asking and answering about their school. | Whole class  Whole class  Whole class/ Individual work Whole class  Pair work Whole class/ Individual work |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.** 9 minutes | | | |
| a. Goal: | To correctly say the words and use *Is this our ? – Yes, it is.* / *No, it isn't.*  to ask and answer questions about their school. | |  |
| b. Input: | – Picture cues: **a.** a school **b.** a classroom  **c.** a library **d.** a playground   * + - Speech bubbles: *Is this our \_\_\_\_? – Yes, it is. / No, it isn't.*     - Flash cards for *school, classroom, library* and *playground*   ***Audio script:***  ***a.*** *school / yes* ***b.*** *classroom / no*  ***c.*** *library / yes* ***d.*** *playground / no*  *A: Is this our school? A: Is this our classroom?*  *B: Yes, it is. B: No, it isn't.* | |  |
| c. Outcome: | Pupils can correctly say the words and use *Is this our ?  – Yes, it is.* / *No, it isn't.* to ask and answer questions about their school. | |  |
| d. Procedure: | **Step 1:** Have pupils point at Picture **a** (school), listen to the recording and repeat the word. Follow the same procedure with the other three pictures.  **Step 2:** Point at the question in the bubble and Picture **a** and have pupils listen to the recording and repeat the question *(Is this our school?).* Point at Picture **a** and have pupils listen to the recording and repeat the answer *(Yes, it is.)*. Follow the same procedure with the other three pictures.  **Step 3:** Point at one of the pictures randomly to elicit the question and then the answer. If possible, prepare some photos of the school, classroom, library and playground to elicit *Yes, it is*. in the real context.  **Step 4:** Give pupils time to practise asking and answering the question *Is this our* \_\_\_\_\_*? – Yes, it is.* / *No, it isn't.* in pairs. Remind them that they can select any of the four pictures to point and say. Go around the classroom to offer support.  **Step 5:** Invite a few pairs to point at the pictures, ask and answer the question in front of the class. | Whole class/ Individual work  Whole class/ Individual work   Whole class/ Individual work  Pair work  Pair work |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | |
| a. Goal: | To enhance the correct use of *Is this our \_\_\_\_\_\_\_? – Yes, it is.* / *No, it isn't.* to ask and answer questions about their school. | |  |
| b. Input: | To enhance the correct use of *Is this our \_\_\_\_\_\_\_? – Yes, it is.* / *No, it isn't.* to ask and answer questions about their school.   * + - Speech bubbles: *Is this our \_\_\_\_\_\_\_\_\_? – Yes, / No, \_\_\_\_\_.*     - Flash cards for *school, classroom, library* and *playground* | |  |
| c.Outcome: | Pupils can correctly use *Is this our \_\_\_\_\_\_\_? – Yes, it is. / No, it isn't.* to ask and answer questions about their school. | |  |
| d.Procedure: | **Step 1:** Have pupils look at the picture. Point at a certain room to elicit the question and the answer in context. Stick the flash cards for *school, classroom, library* and *playground* on the wall at various places around the classroom and point at a certain flash card to elicit the question and answer. If possible, prepare some photos of the school to create the right context for pupils to talk.  **Step 2:** Give pupils time to practise in pairs. One pupil points at a prompt picture or a school room flash card and asks and another pupil answers in context. Go around the classroom to offer support.  **Step 3:** Invite some pairs of pupils to the front of the class to perform their conversations. | | Whole class/ Individual work  Pair work Pair work |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Option 1:**  Use *hoclieu.vn*, have pupils look at the words in the picture of Activities 1, 2 and repeat after the recordings.  **Option 2:**  **Game: Lucky number**  Divide the class into 2 teams. Have two pupils from each team choose a number, then ask and answer with the revealed word. Give points to the teams.  **Option 3: Preparation for the project:**  Tell pupils about the project on page 49. Ask them to prepare at home. Ask them to prepare a poster about their school in order to introduce it to a new pupil. They need to prepare the sentences that they are going to talk about. In *Lesson 2, Period 4*, remind pupils of what they need to prepare for the project. | Whole class  Group work    Group work |  |

*Thứ Tư ngày 13 tháng 11 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**FUNTIME**

**Period 3**

( Đã soạn lớp 3B**)**

Bổ sung :Lưu ý phát âm một số từ khó cho học sinh.

Quan tâm sát sao đến học sinh chưa hoàn thành bài .

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**UNIT 6: OUR SCHOOL**

**Lesson 1 – Period 1**

( Đã soạn lớp 3C**)**

Bổ sung :Lưu ý phát âm một số từ khó cho học sinh.

Quan tâm việc luyện đọc phân vai của học sinh

Có thể cho học sinh luyện thực hành theo nhóm.

Tiết 3 : **Tiếng Anh** ( Lớp 5A)

**UNIT 6: OUR SCHOOL ROOMS**

**Lesson 1 - Period 2**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- listen to and understand four communicative contexts in which the characters ask and answer questions about the location of a room in a school and tick or cross the correct pictures;

- complete four gapped exchanges with the help of picture cues;

- sing the song *Where are the rooms in our school?* with the correct pronunciation, rhythm and melody.

**2. Competences**

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

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

**3. Attributes**

- Understanding the layout and function of different rooms in their school can help pupils develop their spatial awareness and memory skills.

- Knowing their way around the school and recognizing different spaces can help pupils feel more comfortable and secure in their learning environment.

**II. MATERIALS**

- Pupil’s book: Page 45

- Audio tracks 58, 59

- Teacher’s guide: Pages 90, 91, 92

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 6)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the name of some school rooms.

**b. Content**

- Game: Guessing game

**c. Expected outcomes**

- Pupils can correctly say the names of the school rooms: computer room, music room, art room, library.

- To listen to and understand four communicative contexts in which the characters ask and answer questions about the location of a room in a school and tick or cross the correct pictures.

**b. Content**

- Activity 4. Listen and tick or cross.

**c. Expected outcomes**

Pupils can understand four communicative contexts in which the characters ask and answer questions about the location of a room in a school and tick or cross the correct pictures.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and tick or cross.** (Track 58) | | |
| **Step 1:** Draw pupils’ attention to the pictures. Elicit the location of the room in each picture. (Picture **1**: class 5D on the second floor, Picture **2**: art room on the second floor, Picture **3**: music room on the first floor, Picture **4**: library on the third floor).  Play the recording of the first exchange for pupils to listen. Play the recording again for pupils to do the task. If necessary, play the recording a third time for pupils to check their answers.  **Step 2:** Repeat **Step 1** for Exchange **2**.  **Step 3:** Get pupils to swap books with their partner, then check answers as a class. Write the correct answers on the board.  **Step 4:** Swap books back.  Play the recording again for pupils to double-check their answers. Have pupils repeat the information in the recording to explain their answer, for example, Class 5D is on the ground floor, so they should tick the box in the right corner of Picture 1. **Extension:** Play the recording, pausing after each question and have pupils recall the answer. Check if they can give the correct answer. Correct their pronunciation where necessary. | - Pupils look at the pictures then elicit the locations of the rooms- Pupils listen to the recording of each exchange. Pupils listen to the recording again to do the task. Pupils listen to the recording a third time to check their answers.  - Pupils swap books with their partner, then check answers as a class.  - Pupils swap book backs and listen to the recording again to double-check their answers.  - Pupils explain their answers.  - Pupils listen to each question in the recording and recall the answer. | **Picture cues:**  1. Class 5D on the ground floor  2. Art room on the second floor  3. Music room on the first floor  4. Library on the third floor  **Audio script:**  **\* Key: *1.*** *✓* ***2.*** *🗴* ***3.*** *🗴* ***4.*** *✓* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

To complete four gapped exchanges with the help of picture cues.

**b. Content**

Activity 5. Read and complete.

**c. Expected outcomes**

- Pupils can complete four gapped exchanges with the help of picture cues.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Read and complete.** | | |
| **Step 1:** Have pupils look at the pictures. Get them to identify the location of the room in each picture.  **Step 2:** Ask pupils to look at the four incomplete exchanges. Draw their attention to the missing words in the sentences.  **Step 3:** Model Exchange **1**. Have pupils look at the exchange. Ask them what is missing in the answer. Then have them look at the picture and identify the necessary information (*first*). Ask them to complete the gap (*It’s on the first floor.*). Repeat the same procedure with Exchanges **2**, **3** and **4**.  **Step 4:** Have pupils complete the exchanges individually. Get pupils to swap books with a partner and check their answers before checking as a class.  **Extension:** Nominate a few pairs to read the exchanges aloud. Correct their pronunciation where necessary, praise the readers, and get the class to clap or cheer if their pronunciation is good. | - Pupils look at the pictures and identify the location of the room in each picture.  - Pupils look at the four incomplete exchanges.  - Pupils follow the teacher demonstrating the Exchange **1**.  - Pupils complete the exchanges individually, then swap books with a partner and check their answers before checking as a class.  - Pairs of pupils read the exchanges aloud. | - Four picture cues  - Four gapped exchanges with the target sentences to complete  **\*Key:**  ***1.*** *first*  ***2.*** *second*  ***3.*** *Where’s; ground floor*  ***4.*** *library; third floor* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

To sing the song *Where are the rooms in our school?* with the correct pronunciation, rhythm and melody.

**b. Content**

- Activity 6. Let’s sing.

**c. Expected outcomes**

Pupils can sing the song *Where are the rooms in our school?* with the correct pronunciation, rhythm and melody.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Let’s sing.** (Track 59) | | |
| **Step 1:** Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the pictures to reinforce their understanding.  **Step 2:** Play the recording all the way through. Encourage pupils to listen carefully to the pronunciation and the melody.  **Step 3:** Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation where necessary. Introduce actions for pupils to do while they sing along with the recording.  **Step 4:** Play the recording all the way through for pupils to sing along and do action.  **Step 5:** Put pupils into groups to make up their own actions for the song. Invite groups to the front of the class to perform, while the rest of the class sings and / or claps along. Encourage the class to praise or cheer the performers. | - Pupils pay attention to the title and lyrics of the song. Pupils point at the pictures to reinforce their understanding.  - Pupils listen to the recording all the way through, paying attention to the pronunciation and the melody.  - Pupils listen to the recording, line by line, and repeat.  Pupils do actions while they sing along with the recording.  - Pupils listen to the recording all the way through and sing along and do action.  - Pupils work in groups to make up their own actions for the song. Pupils come to the front of the class to perform, while the rest of the class sings and / or claps along. | The lyrics and recording of the song *Where are the rooms in our school?* |

**e. Assessment**

- Performance products: Pupils’ interaction and performance

- Assessment tools: Observation; Questions & Answers.

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

**\* Option 1: Game: Roll the dice**

- Divide the class into groups of six. Have each pupil count the numbers from one to six.

- Ask a pupil from each group to roll the dice to choose a pupil asking the question.

- The pupil asking the question invites another pupil of the group to answer the question about the locations of some school rooms in their school.

e.g. Pupil *A: Where is the library*

Pupil *B:* *It’s on the ground floor.*

- The pupil giving the correct answer will continue rolling the dice.

Tiết 4 : **Tiếng Anh** ( Lớp 5A)

**UNIT 6: OUR SCHOOL ROOMS**

**Lesson 2 - Period 3**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

**-** understand and correctly repeat the sentences in two communicative contexts focusing on asking for and giving directions in a school.

- use the phrases *first floor, ground floor, second floor, third floor, go along, go downstairs, go past, go upstairs* in relation to the topic *“*Our school rooms”;

- use *Could you tell me the way to the computer room, please? - \_\_\_\_\_\_\_\_.* to ask for and give directions in a school;

- use *Where’s \_\_\_\_\_\_? – It’s on the \_\_\_\_\_\_.* and *Could you show me the way to \_\_\_\_\_, please? – \_\_\_\_.* in a freer context.

**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 pronunciation and speaking tasks.

**3. Attributes**

- Show their pride in their school and raise awareness about the location of different rooms in their school.

**II. MATERIALS**

- Pupil’s book: Page 46

- Audio tracks 60, 61.

- Teacher’s guide: Pages 92, 93, 94.

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 6)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the previous lesson by playing *Lucky candy house* game*.*

**b. Content**- Game: Lucky candy house

**c. Expected outcomes**

- Pupils can correctly use the words and structures they have previously learnt

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Lucky candy house** | | |
| - Ask pupils to play *Lucky candy house* game to review questions and answers about the locations of rooms in a school.  - Divide the class into three or four groups. Ask each group to choose a number, then see the picture and fill in the blank. The group giving the correct answer gets points with the corresponding candies. The group with the most candies wins.  - Ask pupils to open their books at page 46 and look at Unit 6, Lesson 2, Activity 1.  - Explain that in this lesson they will learn to ask for and give directions at school. | - Pupils listen to the teacher’s instructions and play the game.  - Pupils open their books at page 46 and listen to the teacher’s instructions. | - 6 questions and picture cues. |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation

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

**a. Objectives**

**-** To understand and correctly repeat the sentences in two communicative contexts focusing on asking for and giving directions in a school.

**b. Content**

- Activity 1. Look, listen and repeat.

**c. Expected outcomes**

- Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking for and giving directions in a school.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 60) | | |
| **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures.  **Step 2:** Ask pupils to look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat.  **Step 3:** Repeat the same procedure with Picture **b**. Correct their pronunciation where necessary.  **Step 4:** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.  **Step 5:** Draw their attention to the question *Could you tell me the way to the computer room, please*? and the answer *Go upstairs. It’s on the first floor.* Tell pupils that they are used to ask for and give directions in a school. | - Pupils look at Pictures **a** and **b** and identify the characters in the pictures.  - Pupils look at Picture **a** and listen to the recording. Pupils listen to the recording again, sentence by sentence, and repeat individually and in chorus.  - Pupils repeat the same procedure with Picture **b**.  - Pairs of pupils come to the front of the classroom to listen to and repeat the sentences in the recording.  - Pupils pay attention to the question and the answer, then listen to the teacher’s explanation. | – Context **a**: In the school corridor, Mr Long meets Ben who is looking for the computer room.  Mr Long: *What are you looking for, Bill?*  Bill: *I’m looking for the computer room.*  – Context **b**: Ben asks Mr Long for the directions to the computer room and Mr Long answers his question.  Bill: *Could you tell me the way to the computer room, please?*  Mr Long: *Go upstairs. It’s on the first floor.*  Bill: *Thank you, Mr Long.* |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation

**3. ACTIVITY 2: KNOWLEDGE CONSTRUCTION** (10 minutes)

**a. Objectives**

**-** To correctly say the phrases and use *Could you show me the way to the computer room, please? - \_\_\_\_\_\_*. to ask for and give directions in a school.

**b. Content**

Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can correctly say the phrases and use *Could you tell me the way to the computer room, please? - \_\_\_\_\_\_.* to ask for and give directions in a school.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 61) | | |
| **Step 1:** Have pupils look at the pictures and elicit the directions to the rooms in the pictures. Have the class repeat the phrases a few times. Ask questions to check their comprehension.  **Step 2:** Have pupils point at Picture **a**, listen to the recording and repeat the phrase (*go upstairs*). Repeat the same procedure with the other three pictures.  **Step 3:** Point at the bubbles and have pupils listen and repeat after the first exchange in the recording (*Could you tell me the way to the computer room, please?* – *Go upstairs*.). Draw pupils’ attention to the arrow showing the direction of going upstairs. Point at Picture **a** and have pupils listen and repeat the sentences again until they feel confident. Repeat the same procedure with Pictures **b**, **c** and **d**.  **Step 4:** Have pupils work in pairs and practise asking and answering the question *Could you tell me the way to the computer room, please? - \_\_\_\_\_.* using speech bubbles and Pictures **a**, **b**, **c** and **d**.  **Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class. | - Pupils look at the pictures and elicit the directions to the rooms in the pictures.    - Pupils point at Picture **a**, listen to the recording and repeat the word. Pupils follow the teacher’s instructions with the other three pictures. Pupils repeat the words a few times.  - Pupils listen and repeat after the recording. Pupils look at Picture **a** and listen and repeat after the first exchange in the recording. Pupils follow the teacher’s instructions with the other three pictures  - Pupils work in pairs to practise asking and answering the question, using speech bubbles and Pictures **a**, **b**, **c** and **d**.  - Pairs of pupils point at the pictures and say the Questions & Answers in front of the class. | **Picture and word cues:**  **a.** an arrow showing the direction of going upstairs to the computer room and the phrase *go upstairs* underneath  **b.** an arrow showing the direction of going downstairs to the computer room and the phrase *go downstairs* underneath  **c.** an arrow showing the direction of going along the corridor and turning left to reach the computer room and the phrase *go along the corridor and turn left* underneath  **d.** an arrow showing the direction of going past the library and turning right to reach the computer room and the phrase *go past the library and turn right* underneath  – Speech bubbles:  *Could you show me the way to the computer room, please?* –\_\_\_\_\_\_.  **Audio script:** |

**e. Assessment**

- Performance products: Pupils’ talks and interaction

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To use *Could you show me the way to , please? – \_\_\_\_.*in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

Pupils can use *Could you tell me the way to the computer room,* *please? - \_\_\_\_\_.*in a freer context.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s talk.** | | |
| **Step 1:** Ask pupils to look at the picture, point to the locations of each of the school rooms and explain how to get there.  **Step 2:** Tell pupils that they are going to ask and answer about the locations of and the directions to each of the rooms using *Where’s \_\_\_\_\_\_? - \_\_\_\_\_\_.* and *Could you tell me the way to \_\_\_\_\_\_\_\_, please? - \_\_\_\_\_.* Point out to pupils the red star and the sentence You are here. in the centre of the picture.  **Step 3:** Give pupils time to work in pairs and take turns asking and answering questions about the locations and directions of the rooms using the picture cue and phrases learnt in both Lessons 1 and 2.  **Step 4:** Invite a few pairs to come to the front of the classroom and act out the exchanges. Praise them if they perform well.  **Extension:** Have pupils ask for and give directions to go to their own school rooms, using the structure and vocabulary learnt. | - Pupils look at the pictures and identify the way to get the school rooms.  - Pupils listen to the teacher’s instruction.  -. Pupils role-play to practise asking the questions and giving their answers in pairs, using the picture cue and phrases learnt.  - Some pairs of pupils act out the exchanges in front of the class.  - Pupils practise asking and answering questions about giving directions to their own school rooms. | – Picture cue: a school building with an art room a computer room, Class 5A, , a music room, and a library in it  – Speech bubbles:  *Where’s \_\_\_? - It’s on the \_\_\_.*  *Could you tell me the way to , please? – \_\_\_\_.* |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**\* Preparation for the project:** *Tell pupils about the project at page 55. Ask them to prepare for it at home by making activities survey.*

**\* Option 1: Game: Madagasca (ppt)**

- Divide the class into 2 teams (boys and girls)

- Each team takes turns answering the question.

- Pupils pick a crate to get points if they answer the question correctly.

- The team with more points is the winner.

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**EXTENSION ACTIVITIES**

**Period 3**

( Đã soạn lớp 5A**)**

Bổ sung :- Lưu ý cách trình bày bài cho học sinh..

* Quan tâm sát sao đến học sinh đọc còn chậm và chưa lưu loát.

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 6: OUR SCHOOL ROOMS**

**Lesson 1 - Period 1**

( Đã soạn lớp 5A**)**

Bổ sung :- Lưu ý phát âm một số từ khó cho học sinh.

* Thực hành nhiều hơn với các địa điểm có tên khác nhau
* Bước đầu sử dụng dạng mẫu câu yes/no question.

*Thứ Năm ngày 14 tháng 11 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 6: OUR SCHOOL ROOMS**

**Lesson 1 - Period 2**

( Đã soạn lớp 5A**)**

Bổ sung :-Hỏi và trả lời về vị trí của từng phòng.

- Nghe và hoàn thành bài theo yêu cầu .

- Quan tâm sát sao các đối tượng học sinh.

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 6: OUR SCHOOL ROOMS**

**Lesson 2 - Period 3**

( Đã soạn lớp 5A**)**

Bổ sung :- Hsinh bước đầu thực hiện các mẫu câu chỉ đường học trong bài.

- Có thể cho học sinh luyện thực hành theo vòng tròn

- Kèm cặp học sinh chưa đọc được hội thoại.

*Thứ Sáu ngày 15 tháng 11 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 6: OUR SCHOOL ROOMS**

**Lesson 1 - Period 2**

( Đã soạn lớp 5A**)**

Bổ sung :-Hỏi và trả lời về vị trí của từng phòng.

- Nghe và hoàn thành bài theo yêu cầu .

- Quan tâm sát sao các đối tượng học sinh.

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 6: OUR SCHOOL ROOMS**

**Lesson 2 - Period 3**

( Đã soạn lớp 5A**)**

Bổ sung :- Hsinh bước đầu thực hiện các mẫu câu chỉ đường học trong bài.

- Có thể cho học sinh luyện thực hành theo vòng tròn

- Kèm cặp học sinh chưa đọc được hội thoại.

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**UNIT 6: OUR SCHOOL**

**Lesson 1 – Period 2**

|  |  |
| --- | --- |
| **I. OBJECTIVES** | |
| **Language:** | By the end of the lesson, pupils will be able to:  - use the words *school, classroom, library, playground,* in the sentence pattern: *Is this our \_\_\_\_\_\_\_\_? – Yes, it is. / No, it isn’t.*  - use *Is this our \_\_\_\_\_\_\_\_? – Yes, it is. / No, it isn’t.* to ask and answer questions about their school; |
| **Core competencies:** | decision making, teamwork, work standards, reliability, motivation, communication, planning and organization |
| **General competencies:** | Listening: listen and recognize the school, then repeat.  Oral communication: speak about school, ask and answer the questions  Self-control & independent learning: perform listening tasks  Written communication: practise writing about school  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups |
| **Attributes:** | - Diligence: complete learning tasks  - Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 45 * Audio Tracks 59, 60 * Teacher’s guide Pages 81 - 83 * Website *hoclieu.vn* * Flash cards/ pictures and posters (Unit 6) * Computer, projector, … |
| **III.PROCEDURE** | **Warm-up and review – Listen and tick – Look, complete and read – Let’s sing – Fun corner and wrap-up** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1: Sing the song** **in Unit 5, Lesson 1.**  - Ask pupils to sing the song.  - Invite some of them to come to the board to role play, the rest of the pupils will sing.  **Option 2: Game: Slap the board**  **Option 3: Game: Pass the ball**  - Divide the class into 3 teams.  - Each team has 1 sticky ball.  - Play the music. Pupils in each team take turns to pass the ball. After the music ends, 3 pupils who have the ball stand up and say the words *school, classroom, library, playground,* then make sentences using the sentence model. | Whole class  Group work  Individual work/ Group work |  |
| **PRACTICE**  **Activity 4. Listen and tick.** 8 minutes | | |  |
| a. Goal: | To listen to and understand two communicative contexts to ask and answer questions about a school. | |  |
| b. Input: | – Picture cues: **1a.** a library **1b.** a playground  **2a.** a classroom **2b.** a school  ***Audio script:***   1. *A: Is this our playground?*   *B: Yes, it is.*   1. *A: Is this your classroom?*   *B: Yes, it is. It's my classroom.* | |  |
| c. Outcome: | Pupils can listen to and understand two communicative contexts to ask and answer questions about a school.  **Key: 1.** b **2.** a | |  |
| d. Procedure: | **Step 1:** Have pupils look at Pictures **1a** and **1b**. Elicit the word for the place in each picture. Tell pupils about the activity. Play the recording of the first exchange. Play the recording again for pupils to do the task. Play the recording the third time to give pupils another listening opportunity.  **Step 2:** Repeat **Step 1** for Pictures **2a** and **2b**.  **Step 3:** Have pupils swap books with a partner, then check answers together as a class. Write the correct answers on the board.  **Extension:** If time allows, play the recording sentence by sentence for the class to listen and repeat in chorus. Correct their pronunciation where necessary. | Whole class     Whole class Pair work  Whole class/ Individual work |  |
| **PRACTICE**  **Activity 5. Look, complete and read.** 9 minutes | | | |
| a. Goal: | To complete three target sentence patterns with the help of picture cues. | |  |
| b. Input: | Four picture cues and four incomplete dialogues. | |  |
| c.Outcome: | Pupils can complete the four incomplete sentence patterns with the help of the picture cues.  **Key: 1.** library **2.** playground  **3.** classroom; isn’t **4.** school; it is | |  |
| d.Procedure: | **Step 1:** Have pupils look at the pictures. Have them identify the places in the pictures.  **Step 2:** Have pupils look at the four incomplete dialogues. Draw their attention to the missing words in the sentences.  **Step 3:** Model with Picture **1**. Have pupils look at the picture and identify the place. Have them look at the dialogue. Ask them what is missing in the question *(library).* Then have them complete the gap *(Is this our library?)*.  **Step 4:** Follow the same procedure with Pictures **2**, **3** and **4**. Draw pupils’ attention to two gaps in the dialogues **3** and **4**.  **Step 5:** Have pupils complete the dialogues individually. Get pupils to swap and correct their answers in pairs. Check the answers as a class. Ask a few pairs to read the dialogues aloud. | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Individual work  Pair work |  |
| **PRACTICE**  **Activity 6. Let’s sing.** 8 minutes | | | |
| a. Goal: | To sing the song *Our school* with the correct pronunciation and melody. | |  |
| b. Input: | The lyrics and the recording of the song *Our school* | |  |
| c.Outcome: | Pupils can sing the song *Our school* with the correct pronunciation. | |  |
| d. Procedure: | **Step 1:** Have pupils look at the picture illustrating the song lyrics and elicit what they can see in the picture.  **Step 2:** Play the recording and ask pupils to clap when they hear the word *school*. Play the recording again for the class to listen to the word and clap. Play the recording again and ask pupils to do a TPR action when they hear the word *like*.  **Step 3:** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.  **Step 4:** Play the recording a few times for them to practise singing, clapping and doing the actions.  **Extension:** Put pupils into groups to make up their own actions for the song. Invite groups to the front of the class to perform while the rest of the class sings and/ or claps along. Encourage the class to praise or cheer the performers. | Whole class/ Group work  Individual work  Individual work/  Whole class  Individual work/ Whole class  Group work |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | **Option 1:**  Use *hoclieu.vn*, have pupils look at the words in the picture of Activities 4, 5 and repeat after the recordings.  **Option 2:**  **Game: Sentence Puzzle**  Divide the class into groups of four. Give each group a sentence that is broken/ cut into pieces. Ask them to arrange them to make a complete sentence, then read it aloud.  The group that makes it first will be the winner.  **Option 3: Game: Pop the balloons**  - Divide the class into teams.  - Teacher calls one pupil to answer the question *Is this our \_\_\_\_\_\_?*  - Pupils/ teachers click on the “balloons” button to get points. | Whole class  Group work  Whole class/ Group work |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**UNIT 6: OUR SCHOOL**

**Lesson 2 – Period 3**

|  |  |
| --- | --- |
| **I. OBJECTIVES** | |
| **Language:** | By the end of the lesson, pupils will be able to:  - use the words *school, classroom, library, playground, computer room, art room, music room* and *gym* in the sentence pattern *Let’s go to the \_\_\_\_;*  - use *Is this our ? – Yes, it is. / No, it isn’t.* to ask and answer questions about their school;  - use *Let’s go to the . – OK, let’s go.* to make suggestions to go to a place at school and express agreement;  - listen to and understand simple exchanges in relation to the topic  “Our school”; |
| **Corecompetencies:** | teamwork, work standards, motivation, adaptability, communication, and initiative. |
| **General competencies:** | Critical thinking: talk about school, look and guess the hidden pictures.  Oral communication: speak about school, ask and answer the questions  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups  Problem-solving and creativity: answer comprehension questions  Sociability: talk to each other |
| **Attributes:** | * Kindness: help partners to complete learning tasks * Diligence: complete learning tasks * Leadership: collaborate with teachers to enhance language skills |

|  |  |
| --- | --- |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 46 * Audio Tracks 61, 62 * Teacher’s guide Pages 83, 84 * Website *hoclieu.vn* * Flash cards/ pictures and posters (Unit 6) * Computer, projector, … |
| **III.PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:** Sing the song in *Unit 6, Lesson 1*.  - Ask pupils to sing the song.  - Invite some of them to come to the board to role play, the rest of the pupils will sing.  **Option 2:** Spend a few minutes revising the previous lesson by asking the class to play the *Slap the board* game.  **Option 3: Game: Guess the pictures**  - Write any words on the board.  - The first pupil has to take the last four or three letters of that word and form a new word.  - The second pupil does the same, and the chain continues until a pupil can’t form a word.  - The pupil who fails to form a word or misspells it is out of the game. | Whole class  Group work  Individual work/ Group work |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.** 8 minutes | | | |  |
| a. Goal: | | To understand and correctly repeat the sentences in two communicative contexts (pictures) to make suggestions to go to a place at school and express agreement. | |  |
| b. Input: | | - Context **a**: Mary: *Let’s go to the art room.* Minh: *OK, let’s go.*  - Context **b**: Ben: *Let’s go to the music room.* Lucy: *OK, let’s go.* | |  |
| c. Outcome: | | Pupils can understand and correctly repeat the sentences in two communicative contexts to make suggestions to go to a place at school and express agreement. | |  |
| d. Procedure: | | **Step 1: Learn new words**  Have pupils look at the pictures and elicit the places at school. Have the class repeat the words a few times. Hold up the flash cards for *school, classroom, library* and *playground* and have pupils say the words.  Check their new vocabulary with the game *Look and guess.*  **Step 2:** Draw pupils’ attention to the pictures. Point at each picture, ask questions to help them identify names of the speakers in the pictures.  **Step 3:** Have pupils look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Do this several times until they feel confident. Follow the same procedure with Picture **b**. Correct their pronunciation where necessary.  **Step 4:** Play the recording again for pupils to listen and repeat in chorus sentence by sentence.  **Step 5:** Invite a few pairs to the front of the class to listen and repeat the sentences.  **Step 6:** Draw their attention to the sentence *Let’s go to the \_\_\_\_\_.* and the agreement *OK, let’s go*. Tell pupils that the sentences are used to make suggestions and express agreement. | Whole class  Whole class  Whole class/ Individual work  Whole class/ Individual work  Pair work  Pair work  Individual work |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.** 9 minutes | | | | |
| a. Goal: | | To correctly say the words and use *Let's go to the \_\_\_\_\_\_\_\_*. – *OK, let’s go.* to make suggestions to go to a place at school and express agreement. | |  |
| b. Input: | | - Picture cues: **a**. a computer room **b**. an art room  **c.** a music room **d.** a gym  - Speech bubbles: *Let’s go to the \_\_\_.* – *OK, let’s go.*  - Flash cards for *computer room, art room, music room* and *gym*  ***Audio script:***  ***a.*** *computer room* ***b.*** *art room* ***c.*** *music room* ***d.*** *gym*  *A: Let’s go to the computer room.*  *B: OK, let’s go.* | |  |
| c. Outcome: | | Pupils can correctly say the words and use *Let's go to the* . – *OK, let's go.* to make suggestions to go to a place at school and express agreement. | |  |
| d. Procedure: | | **Step 1:** Have pupils point at Picture **a** (computer room), listen to the recording and repeat the word. Follow the same procedure with the other three pictures.  **Step 2:** Point at Picture **a** and have pupils listen and repeat after the recording *(Let's go to the computer room.)*. Point at the bubble and have pupils listen and repeat after the recording (*OK, let's go.*). Follow the same procedure with the other three pictures.  **Step 3:** Point at one of the pictures randomly to elicit the suggestion and then the agreement.  **Step 4:** Give pupils time to practise making suggestions and expressing agreement in pairs. Remind them that they can select any of the four pictures to point and say. Go around the classroom to offer support.  **Step 5:** Invite a few pairs to point at the pictures and make dialogues. | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Individual work  Pair work |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | | |
| a. Goal: | | To enhance the correct use of *Let's go to the \_\_\_\_*. – *OK, let's go.* to make suggestions to go to a place at school and express agreement. | |  |
| b. Input: | | - The picture shows two pupils standing in the hall and pointing to the four school rooms.  - Speech bubbles: *Let's* \_\_\_\_\_\_\_\_\_. – \_\_\_\_\_. | |  |
| c. Outcome: | | Pupils can enhance the correct use of *Let's go to the \_\_\_\_\_\_*. – *OK, let's go.* to make suggestions to go to a place at school and express agreement. | |  |
| d. Procedure: | | **Step 1:** Have pupils look at the picture. Point at the rooms to elicit their names. Point at a certain room to elicit the missing words in the gapped bubbles to complete the sentences. Stick the flash cards for the computer *room, art room, music room, library, playground* and *gym* around the classroom. Point at a certain flash card to elicit the suggestion and agreement.  **Step 2:** Put pupils into pairs to make suggestions to go to a place at school and express agreement. Go around the classroom to offer support.  **Step 3:** Invite some pairs to the front of the class to interact with each other, pointing at the rooms in the picture in their books or flash cards around the classroom. | Whole class/ Individual work  Pair work  Pair 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 Activities 1, 2 and repeat after the recordings.  **Option 2:**  **Game: Sentence Puzzle**  Divide the class into groups of four. Give each group a sentence that is broken/ cut into pieces. Ask them to arrange them to make a complete sentence, then read it aloud.  The group that makes it first will be the winner.  **Option 3: Game: Lucky numbers** | | Whole class  Group work  Group work |  |

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**UNIT 6: OUR SCHOOL**

**Lesson 1 – Period 2**

( Đã soạn lớp 3C**)**

Bổ sung :Học sinh nói nhiều hơn về các địa điểm khác nhau .

Luyện phát âm từ khó

Học sinh phát huy nhớ các câu ở phần nghe .

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**UNIT 6: OUR SCHOOL**

**Lesson 2 – Period 3**

( Đã soạn lớp 3C**)**

Bổ sung :- Quan tâm đến cách nói về các phòng và tên lớp của học sinh.

- Chú ý cách phát âm đuôi một số từ khó cho học sinh

- Quan tâm sát sao các đối tượng học sinh.

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