**-KẾ HOẠCH BÀI DẠY** **TUẦN 15 MÔN TIẾNG ANH**

NĂM HỌC 2024-2025

GV giảng dạy : Nguyễn Thị Vân

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| Thứ | Buổi | Tiết | Lớp | Môn | Tên bài |
| Hai  16/12 | Sáng | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| Chiều | 1 | 5A | T.Anh | Unit 9 : Our outdoor activities - Lesson 1  - Activity 4 - 6 |
| 2 | 5A | T.Anh | Unit 9 : Our outdoor activities - Lesson 2  - Activity 1 - 3 |
| 3 |  |  |  |
| Ba  17/12 | Sáng | 1 | 5B | T.Anh | Unit 9 : Our outdoor activities - Lesson 1  - Activity 4 - 6 |
| 2 | 5B | T.Anh | Unit 9 : Our outdoor activities - Lesson 2  - Activity 1 - 3 |
| 3 | 3B | T.Anh | Unit 9 : Colours - Lesson 1 - Activity 4 - 6 |
| 4 | 3B | T.Anh | Unit 9 : Colours - Lesson 2 - Activity 1 - 3 |
| Chiều | 1 | 5C | T.Anh | Unit 9 : Our outdoor activities - Lesson 1  - Activity 4 - 6 |
| 2 | 5C | T.Anh | Unit 9 : Our outdoor activities - Lesson 2  - Activity 1 - 3 |
| 3 |  |  |  |
| Tư  18/12 | Sáng | 1 | 3A | T.Anh | Unit 9 : Colours - Lesson 1 - Activity 4 - 6 |
| 2 | 3A | T.Anh | Unit 9 : Colours - Lesson 2 - Activity 1 - 3 |
| 3 | 5B | T.Anh | Unit 9 : Our outdoor activities - Lesson 2   * - Activity 4 - 6 |
| 4 | 5B | T.Anh | Unit 9 : Our outdoor activities - Lesson 3   * - Activity 1 - 3 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Năm  19/12 | Sáng | 1 | 3B | T.Anh | Unit 9 : Colours - Lesson 2 - Activity 4 - 6 |
| 2 | 3B | T.Anh | Unit 9 : Colours - Lesson 3- Activity 1 - 3 |
| 3 | 5A | T.Anh | Unit 9 : Our outdoor activities - Lesson 2  - Activity 4 - 6 |
| 4 | 5A | T.Anh | Unit 9 : Our outdoor activities - Lesson 3  - Activity 1 - 3 |
| Chiều | 1 |  |  |  |
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| Sáu  20/12 | Sáng | 1 | 5C | T.Anh | Unit 9 : Our outdoor activities - Lesson 2  - Activity 4 - 6 |
| 2 | 5C | T.Anh | Unit 9 : Our outdoor activities - Lesson 3  - Activity 1 - 3 |
| 3 | 3A | T.Anh | Unit 9 : Colours - Lesson 2 - Activity 4 - 6 |
| 4 | 3A | T.Anh | Unit 9 : Colours - Lesson 3- Activity 1 - 3 |
| Chiều | 1 |  |  |  |
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*Thứ Hai ngày 16 tháng 12 năm 2024*

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5A)

**UNIT 9: OUR OUTDOOR ACTIVITIES**

**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 characters ask and answer questions about where someone was in the past.

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

- revise the target vocabulary items and structures through the game *Memory game*.

**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**

- Show their love and interest in outdoor activities.

- Show their knowledge of doing outdoor activities safely.

**II. MATERIALS**

- Pupil’s book: Page 63

- Audio tracks 88

- Teacher’s guide: Pages 144, 145, 146

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 9)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the sentence structures *Were you at the \_\_\_ yesterday? - Yes, we were. / No, we weren’t.* to ask and answer questions about where someone was in the past.

**b. Content**

- Game: Secret boxes

**c. Expected outcomes**

- Pupils can correctly say the sentence structures *Were you at the \_\_\_ yesterday? - Yes, we were. / No, we weren’t.* to ask and answer questions about where someone was in the past.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Secret boxes** | | |
| - Ask pupils if they remember the previous sentence structures to ask and answer questions about where someone was in the past.  - Write the question and answers on the board.  - Divide the class into two groups. Have a pupil from each group play *one, two, three* to find the group going first.  - Have two pupils from each group choose a box, then look at the picture given and ask and answer questions about where someone was in the past.  - Ask the class to check their friends’ pronunciation. If they ask and answer the questions correctly, they will get points from the boxes for their groups.  - Continue the game until all the pictures are asked and answered.  - The group with more points wins the game. Praise the winner. | - Give the sentence structures about where someone was in the past.  - Look at the question and answers on the board.  - Work in two groups. Play *one, two, three* to find the group going first.  - Choose a box, then look at the picture given and ask and answer the question about where someone was in the past.  - Check their friends’ pronunciation.  - Continue playing the game.  - Praise the winner. | - Sentence structures: *Were you at the \_\_\_ yesterday? - Yes, we were. / No, we weren’t.*  - Pictures *(theatre, aquarium, campsite, funfair, beach, school)* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To listen to and understand four communicative contexts in which characters ask and answer questions about where someone was in the past.

**b. Content**

- Activity 4. Listen and tick or cross.

**c. Expected outcomes**

- Pupils can listen to and understand four communicative contexts in which characters ask and answer questions about where someone was, and they can tick or cross the pictures.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and tick or cross.** (Track 88) | | |
| **Step 1:** Draw pupils’ attention to the pictures and ask them to identify the characters and the places. For example, the boys in Picture **1** are at the funfair. The children in Picture **2** are at the cinema. The girls in Picture **3** are at the sports centre. The boy and his father in Picture **4** are at the aquarium.  **Step 2:** Do Picture 1 together as an example. Play the recording of the first exchange *(Were you at the funfair yesterday? – Yes, we were.).* The exchange means that the children were at the funfair. Draw pupils’ attention to Picture **1**, where they can see two boys at  the funfair. So they should put a tick in the box.  **Step 3:** Play the recording all the way through. Then play the recording again for pupils to listen and tick or cross the pictures.  **Step 4:** Get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers, if necessary.  **Extension:** If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus and individually. Correct their pronunciation where necessary. You may ask pupils to point at the pictures and say where the characters were yesterday (e.g. *Look at Picture 1. The boys (or Minh and Nam) were at the funfair yesterday. Look at Picture 2. The children were at the cinema yesterday*.) | - Pupils look at the pictures and ask them to identify the characters and the places.  - Pupils follow the teacher demonstrating the example.  - Pupils listen to the recording all the way through. Then pupils listen and tick or cross the pictures.  - Pupils swap books with a partner to check their answers, then check as a class.  - Pupils listen to the recording, sentence by sentence and repeat in chorus and individually. | **- Picture cues:**  **1.** Minh and Nam at the funfair  **2.** Mary and her friends at the cinema  **3.** Mai and Mary at the sports centre  **4.** A boy and his father at the aquarium  **- 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**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Read and complete.** | | |
| **Step 1:** Do Exchange 1 together as an example. Have pupils read the exchange. Draw their attention to the first gap in the question and explain that the gap refers to the place Linh and her friend(s) were last weekend. Let them look at the picture and identify the place (*funfair*). Then have pupils look at the answer and identify that the answer should be *we were*. Give pupils time to complete the gaps with *funfair* and *we were*.  **Step 2:** Give pupils time to do the rest of the task independently. Go around the classroom to offer help where necessary.  **Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class.  **Step 4:** Invite a few pairs to act out the completed exchanges in front of the class. Correct their pronunciation where necessary. | - Pupils follow the teacher demonstrating the example.  - Pupils do the rest of thet ask independently.  - Pupils swap books with a partner and check their answers before checking as a class.  - A few pairs act out the completed exchanges in front of the class. | - Picture cues  **1.** At the funfair  **2.** Lucy and Nam at the theatre  **3.** At the sports centre  **4.** Mary and Ben at the aquarium  - Four gapped exchanges to complete  **\* Key:**  *1. funfair, we were*  *2. we weren’t, theatre*  *3. We were*  *4. We were at the aquarium* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To revise the target vocabulary items and structures through the game *Memory game*.

**b. Content**

- Activity 6. Let’s play.

**c. Expected outcomes**

- Pupils can revise the target vocabulary and structure items learnt in Lessons 1 through the game *Memory game*.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Let’s play.** | | |
| **Step 1:** Tell pupils that they are going to revise the target vocabulary items and structures they have learnt in Lesson 1. Explain how the game is played (in *Input*). Check comprehension.  **Step 2:** Invite two groups (three pupils each) to the front of the class. Have them listen to the topic (*At the campsite*). The first member of the first group (a girl) tells the place where she and her friends were yesterday (e.g. *We were at the campsite yesterday.*) The second member (a boy) listens to the girl, repeats the information about the place where she and her friends were yesterday (e.g. *They were at the campsite yesterday.*) The third member (a girl) repeats the boy’s information and adds in the place she and her friends were yesterday (e.g. *They were at the campsite yesterday. We were at the campsite, too*)*.* Check comprehension.  **Step 3:** Divide the class in groups of three. Set a time limit for pupils to play the game. The group members discuss and decide the order of the speakers in the group. The game ends when all group members have done their roles. The group that says the most sentences in the shortest time will win the game. | - Pupils listen to the teacher’s explanation.  - Two groups come to the front of the class. Pupils listen to the topic. Pupils follow the teacher’s instructions.  - Pupils work in groups of three. Pupils play the game. Praise the winner. | A picture showing two groups of pupils playing the game  - The teacher saying the topic *At the campsite*  - The first group consisting of three pupils:  A girl (Pupil 1): *We were at the campsite yesterday.*  A boy (Pupil 2): *They were at the campsite yesterday.*  A girl (Pupil 3): *They were at the campsite yesterday and we were at the campsite, too.*  - The second group still discussing |

**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: Three guesses**

- Divide the class into two groups.

- Have a pupil from Group A stand in front of the class facing away from the board.

- Stick a flash card (e.g. *campsite*) on the board.

- Call on another pupil to ask a question to find out the place.

- Have the pupil from Group A try to guess the answer. The pupil has three guesses before the other pupils tell them the answer.

- Have pupils from each group take turns playing the game.

- The pupil getting a correct answer will get points for their group.

- The group with more points wins the game. Praise the winner.

Tiết 2 : **Tiếng Anh** ( Lớp 5A)

**UNIT 9: OUR OUTDOOR ACTIVITIES**

**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 in which characters ask and answer questions about activities someone did in the past.

- correctly say the phrases *listen to music, watch the fish, dance around the campfire, play chess* and use *What did you do yesterday? - We \_\_\_\_.* to ask and answer questions about activities someone did in the past.

- use *What did you do yesterday? - We \_\_\_\_.* in a freer context.

- use the phrases *listen to music, watch the fish, dance around the campfire, play chess* in relation to the topic “Our outdoor activities”.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about activities someone did in the past correctly and fluently.

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

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

**3. Attributes**

- Show their love and interest in doing free-time activities.

- Be friendly when doing activities with their friends.

**II. MATERIALS**

- Pupil’s book: Page 64

- Audio tracks 89, 90

- Teacher’s guide: Pages 147, 148, 149

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 9)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the words and sentence structures *Were you at the \_\_\_ yesterday? - Yes, we were. / No, we weren’t.* to ask and answer questions about where someone was in the past.

**b. Content**

- Game: Memory Game

**c. Expected outcomes**

- Pupils can correctly say the words and sentence structures *Were you at the \_\_\_ yesterday? - Yes, we were. / No, we weren’t.* to ask and answer questions about where someone was in the past.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Memory Game** | | |
| - Tell pupils they are going to ask and answer questions about where someone was in the past.  - Ask pupils to write many words about places on the board.  - In turns, invite two pupils to ask and answer the question about where someone was in the past. Have them use the places on the board.  - Give stickers if they ask and answer correctly and fluently.  - Continue the game until all the words on the board are said. | - Listen to the teacher’s explanation.  - Write many words about places on the board.  - Ask and answer the questions about where someone was in the past. Use the places on the board.  - Continue playing the game. | - Sentence structures:  *Were you at the \_\_\_ yesterday? - Yes, we were. / No, we weren’t.*  - Places:  *school, zoo, theatre, campsite, aquarium, funfair, supermarket, bookshop, ...* |

**e. Assessment**

- Performance products: Pupils’ performance and 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 in which characters ask and answer questions about activities someone did in the past.

**b. Content**

- Activity 1. Look, listen and repeat.

**c. Expected outcomes**

- Pupils can understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about activities someone did in the past.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 89) | | |
| **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters. Let the class answer the question *Where were Mai and Minh last Saturday?* Check comprehension.  **Step 2:** Ask pupils to look at Picture **a**. Play the recording of the first dialogue for them to listen and familiarise themselves with the characters’ voice. Play the recording again, sentence by sentence, for pupils to listen and repeat. Correct their pronunciation where necessary. Draw pupils’ attention to the use of *were* after *We*.  **Step 3:** Repeat the same procedure for Picture **b**. Draw pupils’ attention to the question *What did you do there?* and the answer *We played badminton.* Explain that they are used to asking and answering about the activity Minh and Mai did in the past (on Saturday).  **Step 4:** Invite a few pairs to the front of the classroom to listen to and repeat both dialogues. Correct their pronunciation where necessary. | - Pupils look at Pictures **a** and **b**, identify the characters and answer the question.  - Pupils listen to the recording, point at the characters while listening.  - Pupils listen to the recording again, sentence by sentence, point to the sentences and repeat.  - Pupils listen to the teacher’s explanation.  - A few pairs of students listen to and repeat both dialogues in front of the class. | – Context **a**: Bill asks Mai where she and Minh were last Saturday and Mai  answers.  Bill: *I didn’t see you and Minh last Saturday. Where were you?*  Mai: *We were at the sports centre.*  – Context **b**: Bill asks Mai what she and Minh did there and Mai answers.  Bill: *What did you do there?*  Mai: *We played badminton.* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To correctly say the phrases *listen to music, watch the fish, dance around the campfire, play chess* and use *What did you do yesterday? - We \_\_\_\_.* to ask and answer questions about activities someone did in the past.

**b. Content**

Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can correctly say the phrases and use *What did you do yesterday? - We \_\_\_\_.* to ask and answer questions about activities someone did in the past.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 30) | | |
| **Step 1:** Ask pupils to look at Picture **a**. Draw their attention to two girls listening to music at the theatre. Play the first part of the recording for pupils to listen and repeat the phrase (*listen to music*) under the picture, in chorus and individually, until they feel confident.  **Step 2:** Have pupils look at the speech bubbles and elicit the missing words in the answer (*listened to music*). Play the second part of the recording for pupils to listen to and repeat the question (*What did you do yesterday?*) and the answer (*We listened to music.*) until they feel confident. Explain that the question and answer are used to express the activity someone did in the past and that *listened* is the past tense of the verb *listen*. Check comprehension.  **Step 3:** Repeat **Steps 1** and **2** for Pictures **b**, **c** and **d**. Go around the classroom and offer help if necessary.  **Step 4:** Invite a few pairs to point at the pictures and act out the exchanges in front of the class. Praise good performance. **Extension:** Put pupils into groups and have each group make two sentences, using the past tense of the verbs in the activity (e.g. *We listened to the radio yesterday. We watched a film on TV yesterday. They danced at the party last weekend. Yesterday afternoon, we played football after school.*). Set a time limit of one minute. The group with two correct sentences is the winner. | - Pupils look at Pictures **a**, **b**, **c**, and **d** and describe what they can see in each picture.  - Pupils listen to the recording and repeat the phrases in chorus and individually.  - Pupils listen to the recording and repeat the sentences in both bubbles a few times. Pupils follow the teacher’s instructions.  - Pupils point at the pictures and say the sentences in pairs.  - Pairs of pupils act out the exchanges in front of the class.  - Pupils work into groups and make two sentences, using the past tense of the verbs in the activity. | - Picture and word cues:  **a.** two girls at the theatre and the phrase *listen to music* underneath  **b.** two girls at the aquarium and the phrase *watch the fish* underneath  **c.** two boys at the campsite and the phrase *dance around the campfire* underneath  **d.** two boys playing chess and the phrase *play chess* underneath  - Speech bubbles:  *What did you do yesterday? - We \_\_\_.*  **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 *What did you do yesterday? - We \_\_\_\_.* in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can use *What did you do yesterday? - We \_\_\_\_.* in a freer context.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s talk.** | | |
| **Step 1:** Ask pupils to look at the pictures and identify the places and characters. Let pupils answer the questions such as *Who can you see? Where are they? What are they doing?* Remind them that the first exchange is used to ask and answer questions about  where someone was yesterday and the second about activities someone did there.  **Step 2:** Ask them to repeat the questions in chorus. Then point at each bubble and give an example answer for pupils to repeat in chorus (e.g. *Where were you yesterday? – We were at the campsite?, What did you do there? We danced around the campfire*.) Let pupils listen to and repeat the questions and the answers a few times, individually and in chorus.  **Step 3:** Give pupils time to work in pairs and take turns asking and answering questions about where the characters were and what they did with the help of the picture cues. Remind them to use the verbs in the past tense.  **Step 4:** Invite a few pairs to the front of the class and point at the pictures and act out the exchanges.  **Extension:** Put pupils into pairs and have them point at each picture and take turns asking and answering with the target structure of the activity in a freer context. | - Pupils look at the picture, identify the places and characters and answer the questions.  - Pupils listen to and repeat the questions and the answers a few times, individually and in chorus.  - Pupils work in pairs and take turns pointing and asking and answering questions about where the characters were and what they did with the help of the picture cues.  - Pairs of pupils come to the front of the classroom and act out the exchanges. | - Picture cues: two girls dancing around the campfire at the campsite,  two boys listening to music at the theatre, two girls watching the fish at the aquarium, two boys playing badminton at the sports centre  - Speech bubbles:  *Where were you yesterday? – \_\_\_\_.*  *What did you do yesterday? - \_\_\_\_.*  **Suggested answer:**  ***The first picture:***  *Where were they yesterday? – They were at the park.*  *What did they do there?  – They sang and danced.* |

**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: Pass the ball (ppt)**

- Tell pupils how the game is played. Give an example.

- Give two different coloured balls to two pupils, a red ball (ask the question) and a yellow ball (answer the question).

- Ask pupils to listen to music and pass the balls.

- Stop music suddenly.

- Have the pupil with a red ball fill in the question. Have the pupil with a yellow ball fill in the answer.

E.g. Pupil A: What did you do yesterday?

Pupil B: We played football.

- Praise pupils if they do the activity well.

**\* Option 2: Game: Slap the board**

- Divide the class into two groups. Ask pupils to stand in two lines.

- Stick the cards with words they have learnt on the board.

- Call out a phrase, e.g. *listen to music* and have the first pupil from each group race to slap the correct card on the board and say it correctly.

- The first pupil to slap the correct card wins a point for their group.

- The group with more points wins. Praise the winner.

*Thứ Ba ngày 17 tháng 12 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 9: OUR OUTDOOR ACTIVITIES**

**Lesson 1 - Period 2**

( Đã soạn lớp 5A**)**

Bổ sung : - Học sinh đọc hiểu được nội dung và yêu cầu của tiết học.

* Hỏi và trả lời cấu trúc câu về các hoạt động xung quanh.
* Quan tâm sát sao đến học sinh chưa hoàn thành bài .

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 9: OUR OUTDOOR ACTIVITIES**

**Lesson 2 - Period 3**

( Đã soạn lớp 5B**)**

Bổ sung : - Lưu ý cách nói về các hoạt đã diễn .

* Hiểu mẫu câu và sử dụng mẫu câu nói về hoạt động ở quá khứ.
* Quan tâm việc luyện đọc phân vai của học sinh

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**Unit 9: COLOURS**

**Lesson 1 – Period 2**

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| **I.OBJECTIVES** | | By the end of the lesson, pupils will be able to: |
|
| **Language** | | * use the words *blue, brown, red, yellow* related to the topic “Colours”; * use *What colour is it? – It’s \_\_\_\_\_\_.* to ask and answer questions about colours of school things; * listen to and demonstrate understanding of simple exchanges related to the topic “Colours”; * read and write about the colours of school things. |
| **Corecompetencies** | | teamwork, motivation, communication, planning and organization |
| **General competencies** | | Listening: listen and tick  Critical Thinking: listen, complete and read  Oral Communication: let’s play (practice speaking)  Written Communication: complete the sentence  Communication and collaboration: work in pairs or groups |
| **Attributes** | | Diligence: complete learning tasks  Honesty: tell the truth about feelings and emotions  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL** | | |
|  | * Student’s book page 63 * Audio Tracks 89 * Teacher’s guide, pages 113, 114 * Website *hoclieu.vn* * Flashcards/ pictures and posters (Unit 9) * Computer, projector | |
| **III.PROCEDURE** | **Warm-up and review – Listen and tick – Look, complete and read – Let’s play – Fun corner and wrap up** | |

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 10 minutes | | | |
|  | - Greet the class.  **Option 1:** Introduce Minh and Mary. They’re looking for a treasure chest and they need our help. Let’s follow them.  **Option 2:** Do *Activity 1* and *2*: Sing the song and review the colours. | Whole class  Individual work  /Whole class |  |
| **PRACTICE**  **Activity 4. Listen and tick.** 5 minutes | | | |
| a. Goal: | To listen to and understand two communicative contexts in which pupils ask and answer questions about colours of school things and tick the correct pictures | |  |
| b. Input: | **Picture cues:** 1a. a red eraser 1b. an yellow eraser  2a. a brown ruler 2b. a blue ruler  **Audio script:**  1. *A*: What colour is it?  *B*: My eraser? It’s yellow.  2. *A*: Is that your ruler?  *B*: No, it isn’t.  *A*: What colour is it?  *B*: It’s brown. | |  |
| c. Outcome: | Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions about the colours of school things and tick the correct pictures.  **Key:** **1.** b **2.** a | |  |
| d. Procedure: | **Step 1:** Have pupils look at Pictures 1a and 1b. Ask them some questions such as *What’s this? What colour is it?* Draw pupils’ attention to the similarity and the difference between the two pictures. Check comprehension.  **Step 2**: Play the recording of the first dialogue for pupils to listen and tick the correct box next to the picture. If they answer incorrectly, have them listen to the recording again and tick the correct answer.  **Step 3:** Repeat Step 1 and 2 with Pictures 2a and 2b.  **Step 4**: Let pupils swap and check the answers before checking as a class.  **Game: *Lucky Wheel* (ppt)**   * Divide the class into groups of 2 (boys and girls). Each team takes turns to choose a school thing. They need to read the sentence and say the missing word(s) with the picture to get points. * The group with more points at the end of the game will be the winner. | Whole class  Individual work / Whole class  Whole class  Pair work/ Whole class  Group work |  |
| **PRACTICE**  **Activity 5. Look, complete and read.** 5 minutes | | | |
| a. Goal: | To complete the four gapped dialogues with the help of the picture cues | |  |
| b. Input: | Four picture cues and four incomplete dialogues to complete. | |  |
| c. Outcome: | Pupils can complete the four gapped dialogues with the help of the picture cues.  **Key:** **1.** yellow **2.** It’s red. **3.** What; brown **4.** What colour; blue | |  |
| d. Procedure: | **Step 1**: Have pupils look at the pictures. Have them identify the things in the pictures and their colours.  **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 dialogue. Ask them what is missing in the answer. Then have them look at the picture and identify the colour. Then have them complete the gap (*It's yellow.*).  **Step 4**: Follow the same procedure with Pictures 2, 3 and 4.  **Step 5**: Have pupils complete the dialogues individually and ask a few pairs to read them aloud. | Whole class/ Individual work  Individual work  Whole class  Whole class  Individual work |  |
| **PRACTICE**  **Activity 6. Let’s play.** 4 minutes | | | |
| a. Goal: | To revise the target vocabulary items through the puzzle, then ask and answer questions about the colours of school things | |  |
| b. Input: | A puzzle with four answer spaces and four colour clues   * Speech bubbles: *What colour is it? – It’s \_\_\_\_.* | |  |
| c. Outcome: | Pupils can do the puzzle, and ask and answer questions about colours to remember the target language learnt in the lesson.  **Key:** **1.** red **2.** blue **3.** yellow **4.** brown | |  |
| d. Procedure: | **Step 1:** Tell pupils the goal of the game and how to play it. Then have them look at the word colours and the colour clues to find appropriate letters to complete the words.  **Step 2**: Give pupils a time limit to do the puzzle individually. Go around the classroom and offer help if needed.  **Step 3:** Have pupils work in pairs. One points and asks *What colour is it*? Their partner answers *It’s \_\_\_.* | Whole class  Individual work  Pair work |  |
| **Fun corner and wrap-up.** 10 minutes | | | |
|  | **Option 1:**  Use *hoclieu.vn*, have pupils look at the words in  the picture of Activites 2, 3 and repeat after the recording.  **Option 2:**   * Quikly show the flashcards for pupils to say the words in the lesson. * Teacher wraps up and sets homework.   **Option 3:** *Who is faster?* game (Let pupils say the words they have learnt in the unit) | Whole class  Whole class  Whole class |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**Unit 9: COLOURS**

**Lesson 2 – Period 3**

|  |  |
| --- | --- |
| **I.OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to:   * use the words *blue, brown, red, yellow, orange, green, white* and *black* related to the topic “colours”; * use *What colour are they? – They’re \_\_\_\_\_\_\_* to ask and answer questions about colours of school things; * listen to and demonstrate understanding of simple exchanges related to the topic “Colours”; * read and write about the colours of school things. |
| **Corecompetencies** | teamwork, motivation, communication, planning and organization |
| **General competencies** | Listening: look, listen and repeat  Critical Thinking: listen, point and say  Oral Communication: let’s talk (practice speaking)  Communication and collaboration: work in pairs or groups |
| **Attributes** | Diligence: complete learning tasks  Honesty: tell the truth about feelings and emotions  Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL** | |
|  | * Student’s book, page 64 * Audio Tracks 90, 91 * Teacher’s guide, pages 115, 116 * Website *hoclieu.vn* * Flashcards/ pictures and posters (Unit 9) * Computer, projector |
| **IV.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. * Introduce the table of contents.   **Option 1:** Sing the song in *Unit 8*.   * 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:** Invite a few pairs of pupils to point at the school things in the classroom and ask and answer questions about the colours of the school things.  **Option 3**: Game: *Who says fast?*  Look and say (change the words into plural form)   * A pen -> pens * A ruler -> rulers * …   T can make it a competition among groups. | Whole class  Pair work  Individual work/  Group work |  |
| **EXPLORATION**  **Activity 2. Look, listen and repeat.** 8 minutes | | | |
| a. Goal: | * To read, listen to and repeat target language about the colours of multiple school things * To understand and correctly repeat *What colour are they? – They’re green.* for asking and answering the question about the colour of the pencils | |  |
| b. Input: | - Context **a:** Lucy asks Minh if he has pencils. Minh says that he does.  - Context **b:** Lucy asks Minh: *What colour are they?*  Minh answers: *They’re green*. | |  |
| c. Outcome: | Pupils can understand and correctly repeat *What colour are they? – They’re green.* for asking and answering the question about the colour of the pencils. | |  |
| d. Procedure: | **Step 1:** Have pupils look at Pictures a and b and identify the characters in the pictures.  **Step 2:** Ask pupils to look at the two contexts. Play the recording all the way through for them to become familiar with the sentence stress and intonation (say *Look and listen*.). Then play the recording again for them to listen and repeat until they feel confident. Correct their pronunciation if necessary.  **Step 3:** Work in groups. Divide the class into two groups. Play the recording again and ask one group to repeat Lucy’s sentences and the other group to repeat Minh’s sentences. Go around the class and offer help if necessary.  **Step 4:** Invite a few pairs to listen to the recording, to point to the pictures and say the language in front of the class. If they perform well, let them say by themselves, then compliment them. | Whole class/ Individual work  Whole class/ Individual work  Group work  Pair work/ Individual work |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 3. Listen, point and say.** 8 minutes | | | |
| a. Goal: | To correctly use *What colour are they? They’re \_\_\_\_.* for asking and answering questions about the colours of school things | |  |
| b. Input: | - Picture cues: a. some orange books  b. some green notebooks  c. three white pencil cases  d. two black school bags  - Speech bubbles: *What colour are they?* – *They’re \_\_\_\_.* | |  |
| c. Outcome: | Pupils can correctly say the words and use *What colour are they? – They’re \_\_\_\_.* for asking and answering questions about the colours of school things. | |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures and elicit the names of the school things. Have the class listen to the recording and repeat the words a few times. **Step 2:** Have pupils point at Picture a (orange books), listen to the recording and repeat the word (orange). Follow the same procedure with the other three pictures. Ask 2 pupils to do as an example.  **Step 3:** Point at the bubble *What colour are they?* and have pupils listen and repeat after the recording. Point at Picture a and have pupils listen and repeat after the recording (They’re orange.). Have students use the model sentences to ask and answer with the other three pictures.  **Step 4:** Have pairs practise asking and answering the question *What colour are they? – They’re \_\_\_\_\_\_.*  **Step 5:** Invite a few pairs from different groups to the front of the class and make questions and answers. T can set this as a game between the groups, with “rock, scissors, paper”: who wins will ask, the other has to answer. Check answers with the class. Give points to the groups. | Whole class  Whole class/ Pair work  Whole class/ Individual work  Pair work  Pair work/  Individual work |  |
| **PRACTICE**  **Activity 4. Let’s talk.** 8 minutes | | | |
| a. Goal: | To correctly use *What colour are they? They’re \_\_\_\_.*  for asking and answering questions about the colours of school things | |  |
| b. Input: | Picture cue: two black school bags, two orange notebooks, two green books and three white erasers on a desk  Speech bubbles: *What colour are they? – \_\_\_\_.* | |  |
| c. Outcome: | Pupils can correctly use *What colour are they? – They’re \_\_\_\_.* for asking and answering questions about the colours of school things. | |  |
| d. Procedure: | **Step 1:** Have pupils look at the school things on the desk and say their names, and then their colours.  **Step 2:** Have pupils look at the first speech bubble and read *What colour are they?* Then have them point at the school bags and complete the gapped answer in the second bubble (e.g. *They’re black*.) After that, let them say the question and the answer aloud.  **Step 3:** Give pupils time to practise asking and answering questions in pairs. Circulate round the classroom and offer help or correct the pronunciation where necessary.  **Step 4:** Invite a few pairs to practise asking and answering questions about the colours of the school things in front of the class.  **Game: *What colour are they?***  Pupils choose some of their school things, first hide them, then one asks for others to answer. Then show them in front of the class and check the answer. | Whole class  Whole class  Pair work  / Whole class  Pair work  Group work/  Individual work |  |
| **Fun corner and wrap-up:** 6 minutes | | | |
|  | **Option 1:**  Using *hoclieu.vn*, have pupils look at the words in the picture and repeat after the recording.  **Option 2:**  Game: *Lucky number*   * Divide the class into groups of 2 (boys and girls). Each team takes turns to choose a number. They need to ask and answer with the picture corresponding to that number to get points. * The group with more points at the end of the game will be the winner.   **Option 3:** Role play  As a family, there are kids going to the supermarket, asking their parents to buy toys (use the sentence structure). | Whole class  Group work  Individual  work |  |

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 9: OUR OUTDOOR ACTIVITIES**

**Lesson 1 - Period 2**

( Đã soạn lớp 5A**)**

Bổ sung : - Học sinh đọc hiểu được nội dung và yêu cầu của tiết học.

* Hỏi và trả lời cấu trúc câu về các hoạt động xung quanh.
* Quan tâm sát sao đến học sinh chưa hoàn thành bài .

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 9: OUR OUTDOOR ACTIVITIES**

**Lesson 2 - Period 3**

( Đã soạn lớp 5B**)**

Bổ sung : - Lưu ý cách nói về các hoạt đã diễn .

* Hiểu mẫu câu và sử dụng mẫu câu nói về hoạt động ở quá khứ.
* Quan tâm việc luyện đọc phân vai của học sinh

*Thứ Tư ngày18 tháng 12 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**Unit 9: COLOURS**

**Lesson 1 – Period 2**

( Đã soạn lớp 3B**)**

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

Làm quen với các màu sắc cơ bản.

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

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**Unit 9: COLOURS**

**Lesson 2 – Period 3**

( Đã soạn lớp 3C**)**

Bổ sung :Nghe và hiểu đoạn hội thoại để thực hành được mẫu câu

Biết dùng mẫu câu để hỏi và trả lời về màu sắc.

Quan tâm sát sao các đối tượng học sinh.

Tiết 3 : **Tiếng Anh** ( Lớp 5B)

**UNIT 9: OUR OUTDOOR ACTIVITIES**

**Lesson 2 - Period 4**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- listen to and understand a text / passage in which the character talks about activities she and her friends did at the campsite and circle the correct options.

- complete two gapped exchanges with the help of picture cues.

- To sing the song *What did you do?* 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 tasks.

**3. Attributes**

- Show their love and interest in doing free-time activities.

- Be friendly when doing activities with their friends.

**II. MATERIALS**

- Pupil’s book: Page 65

- Audio track 91

- Teacher’s guide: Pages 150, 151

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 9)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the sentence structures *What did you do yesterday? - We \_\_\_\_.* to ask and answer questions about activities someone did in the past.

**b. Content**

- Game: Hot Seat

**c. Expected outcomes**

- Pupils can correctly say the sentence structures *What did you do yesterday? - We \_\_\_\_.* to ask and answer questions about activities someone did in the past.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Hot seat** | | |
| - Tell pupils that they are going to listen to music and answer the question.  - Divide the class into five groups.  - Elect one pupil from each group to sit in the Hot Seat, facing the classroom with the board behind him/her.  - Write a word on the board. One of the group members of the pupil in the Hot Seat must help the pupil guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.  - Continue until each group member has described a word to the pupil in the Hot Seat. | - Listen to the teacher’s explanation.  - Work in five groups. - Sit in the Hot Seat, facing the classroom with the board behind him/her.  - Follow the teacher’s instructions.  - Continue playing the game. | Sentence structures:  *What did you do yesterday? - We \_\_\_\_.* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To listen to and understand a recording in which the character talks about activities she and her friends did at the campsite, and circle the correct answers.

**b. Content**

- Activity 4. Listen and circle.

**c. Expected outcomes**

- Pupils can understand a recording in which the character talks about the activities she

and her friends did at the campsite, and circle the correct answers.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and circle.** (Track 91) | | |
| **Step 1:** Ask pupils to read the questions and the answers. Draw their attention to the gaps in the answers and the options given. Have them work in pairs to guess the correct options that can be used to fill the gaps. Check comprehension.  **Step 2:** Play the recording all the way through so that pupils can become familiar with the character’s voice. Then play the recording again for them to listen and circle the correct options.  **Step 3:** Get pupils to swap their books with a partner and check their answers before checking as a class. Then play the recording and stop at the key sentence for the class to double-check their answers. Correct the answers if needed.  **Extension:** If time allows, have pupils retell the texts with the help of the answers they have done (e.g. *We were at the campsite last Sunday. In the morning, we walked around the lake. In the afternoon, we visited the zoo. In the evening, I played the guitar*.) | - Pupils read the questions and the answers. Pupils work in pairs to guess the correct options that can be used to fill the gaps.  - Pupils listen to the recording to become familiar with the character’s voice. Pupils listen to the recording again and circle the correct options.  - Pupils swap their books with a partner and check their answers, then check as a class. Then listen to the recording to double-check their answers.  - Pupils retell the texts with the help of the answers they have done. | Picture cues:  Four questions and four gapped answers with two options to circle  **Audio script:**  **\* Key:** *1. a, 2. b, 3. b, 4. a* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

- To complete two gapped exchanges with the help of picture cues.

**b. Content**

Activity 5. Read and complete.

**c. Expected outcomes**

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

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Read and complete.** | | |
| **Step 1:** Do the first gapped exchange together as an example. Have pupils read the first question and guess the missing word in the answer (the place Ben was). Draw pupils’ attention to the picture and fill in the gap (e.g. *sports centre*). Then have pupils read the second question and guess the missing words in the answer (the activity Ben did). Ask them to look at the picture and elicit the missing words in the gap (*played football*). Give pupils time to read the exchange, look at the picture and fill in the gaps.  **Step 2:** Give pupils a time limit to do the second exchange. Go around the classroom and give help where necessary. Draw their attention to the use of *we* in the answers. Explain that we put -*ed* after the verb to show an activity in the past.  **Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class. Invite one pupil to write the answers on the board.  **Extension:** Ask pupils to use other words to fill in the gaps in the two exchanges. Then invite one pair of pupils to act out the completed exchanges in front of the class. | - Pupils follow the teacher demonstrating the example.  - Pupils complete the gapped exchange 2 independently.  - Pupils swap books with a partner and check their answers, then check as a class. One pupil writes the answers on the board.  - Pupils use other words to fill in the gaps in the two exchanges. Then one pair of pupils acts out the completed exchanges in front of the class. | - Picture cues:  **1.** Ben playing football at the sports centre  **2.** Two girls listening to music at the theatre  - Two gapped exchanges to complete  **\* Key:** *1. sports centre, played football 2. we were, do, listened to music* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To sing the song *What did you do?* with the correct pronunciation, rhythm and melody.

**b. Content**

- Activity 6. Let’s sing.

**c. Expected outcomes**

- Pupils can sing the song *What did you do?* with the correct pronunciation, rhythm and melody.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Let’s sing.** (Track 92) | | |
| **Step 1:** Draw pupils’ attention to the title and lyrics of the song. Remind them the questions and answers in the lyrics are used to talk about the places the children were and the activities they did in the past (yesterday). Remind them the similarity of the questions but the differences in the answers in two verses of the lyrics. Encourage them to point at the pictures to reinforce their understanding. Check comprehension.  **Step 2:** Play the recording all the way through for pupils to listen carefully to the pronunciation and melody. Then play the recording line by line for them to listen and repeat. Correct their pronunciation where necessary.  **Step 3:** Play the recording all the way through and have pupils sing and clap along.  **Step 4:** Put pupils into two groups. One group sings the questions and the other group sings the answers.  **Extension:** Invite a few groups to the front of the class to sing. Encourage them to use other words to replace the place in the second line (e.g. I was on the beach) and the activities in the fourth and fifth lines (e.g. I played football, I played football on the beach). | - Pupils work in groups. Each group holds a piece of paper.  - Pupils look at the word on the board and write a sentence using the word within one minute. Pupils remember to make the sentence as long as possible.  - Pupils say the sentences aloud.  - Pupils continue playing the game. | Two pictures showing where the children were and what they did  The lyrics and recording of the song *What did you do?* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game: Matching game (ppt)**

- Tell the class they are going to match the phrases with the correct pictures.

- Stick the pictures and the phrases on the board. Have pupils read the phrases once or twice.

- Model the Picture 1 (*walk around the lake*). Have one pupil choose a phrase, e.g. *walked around the lake* suitable with Picture 1.

- If the pupils give the correct answers, they will get stickers.

- Continue the game until all the pictures and phrases are matched.

**\* Option 2: Questions and answers**

- Tell pupils they are going to ask and answer the questions about where their friends were and what they did there.

- Invite pairs of volunteers to the board. One pupil asks the question about where his/ her friend was and what he / she did there, another one answers the question.

E.g. Pupil *A: Where were you last weekend?*

Pupil *B: I was at the campsite.*

Pupil *A: What did you do there?*

Pupil *B: I danced around the campfire.*

- Have pairs of pupils continue practising with other friends.

- Praise pupils if they perform well.

Tiết 4 : **Tiếng Anh** ( Lớp 5B)

**UNIT 9: OUR OUTDOOR ACTIVITIES**

**Lesson 3 - Period 5**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- correctly pronounce the three-syllable words with the stress on the first syllable as in *ˈcinema* and *ˈbakery* in isolation and as in the sentences *I was at the ˈcinema yesterday*. and *We were at the ˈbakery yesterday.*

- identify the stress on some three-syllable words and circle the word with a different stress pattern from the other two words.

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

**2. Competences**

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

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

**3. Attributes**

- Show their love and interest in doing free-time activities.

- Be friendly when doing activities with their friends.

**II. MATERIALS**

- Pupil’s book: Page 66

- Audio tracks 93, 94, 95

- Teacher’s guide: Pages 152, 153

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 9)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the previous lesson by having pupils sing the song *What did you do?*

**b. Content**

- Let’s sing.

**c. Expected outcomes**

- Pupils can correctly sing the song *What did you do?* with correct pronunciation, rhythm and melody.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Let’s sing. (Track 92)** | | |
| - Spend a few minutes revising the previous lesson by having pupils sing the song on page 65.  - Play the song for pupils to listen to and sing in chorus.  - Play the song again for pupils to sing in chorus and clap hands to reinforce the activity.  - Invite one pupil or a group to perform the song in front of the class. | - Listen to the teacher’s instructions.  - Listen and sing the song in chorus.  - Sing the song in chorus and clap hands to reinforce the activity.  - Perform the song in front of the class. | The lyrics and the recording of the song *What did you do?* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

**2. ACTIVITY 1: KNOWLEDGE CONSTRUCTION** (5 minutes)

**a. Objectives**

- To correctly pronounce the three-syllable words with the stress on the first syllable as in *ꞌcinema* and *ꞌbakery* in isolation and as in the sentences *I was at the ꞌcinema yesterday*. and *We were at the ꞌbakery yesterday.*

**b. Content**

- Activity 1. Listen and repeat.

**c. Expected outcomes**

- Pupils can correctly pronounce the three-syllable words with the stress on the first syllable as in *ꞌcinema* and *ꞌbakery* in isolation and as in the sentences *I was at the ꞌcinema yesterday*. and *We were at the ꞌbakery yesterday.*

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Listen and repeat.** (Track 93) | | |
| **Step 1:** Have pupils point at the word *ꞌcinema* and the sentence *I was at the ꞌcinema yesterday.* Draw attention to the stress on the first syllable of the word *ꞌcinema.* Play the recording of the word and the sentence for pupils to listen and repeat in chorus and individually, until they feel confident. Correct their stress and pronunciation if necessary.  **Step 2:** Invite a few pupils to listen to and repeat the word and the sentence in front of the class. Praise them when they do the task well. **Step 3:** Repeat **Steps 1** and **2** for the word and the sentence in the second line. Go around the classroom and correct their pronunciation if necessary.  **Step 4:** Give pupils a time limit to practise saying the words and reading the sentencesin pairs or groups. | - Pupils point to the word and the sentence. Pupils listen to the recording of the word and sentence and repeat in chorus and individually.  - Pupils listen and repeat the stressed word and the sentence in front of the class.  - Pupils follow the teacher’s instructions.  - Pupils practise saying the words and reading the sentences in pairs or groups. | The word *ꞌcinema* and the sentence *I was at the ꞌcinema yesterday.*  The word *ꞌbakery* and the sentence *We were at the ꞌbakery yesterday*. |

**e. Assessment**

- Performance products: Pupils’ pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To identify the stress on some three-syllable words and circle the word with a different stress pattern from the other two words.

**b. Content**

Activity 2. Circle, listen and check.

**c. Expected outcomes**

- Pupils identify the stress on some three-syllable words and circle the word with a different stress pattern from the other two words.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Circle, listen and check.** (Track 94) | | |
| **Step 1:** Tell pupils the goal of the activity. Explain that they have to odd out the words with the first stress among the three syllable words. Then they listen to the recording and check the correct options. Check comprehension. **Step 2:** Give pupils a time limit to do the task individually. Have them read the words and odd out the ones that have the stress on the first syllable. Then get pupils to swap books with a partner to check their answers. **Step 3:** Play the recording and have pupils listen and check the options. Correct the answers where necessary.  **Step 4:** Invite a few pupils to read aloud the words in front of the class. Correct the stress in the words where necessary. | - Pupils listen to the teacher’s explanation.  - Pupils do the task individually. Pupils read the words and odd out the ones that have the stress on the first syllable. Then pupils swap books with a partner to check their answers.  - Pupils listen to the recording and check the options.  - Pupils read aloud the words in front of the class. | Three groups of three syllable words with one option to odd out  **Audio script:**  **\* Key:**  ***1.*** *ꞌbakery*  ***2.*** *ꞌcinema*  ***3.*** *ꞌafternoon* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

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

**b. Content**

- Activity 3. Let’s chant.

**c. Expected outcomes**

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

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s chant.** (Track 95) | | |
| **Step 1:** Have pupils read the first verse of the chant and draw their attention to the first stress on the words *yesterday, cinema* and *interesting*. Check comprehension.  **Step 2:** Play the recording of the first verse for pupils to listen. Play the recording again, lineby line, for pupils to listen and repeat. Draw their attention to the stress of the words, the rhythm and pronunciation. Encourage them to clap while chanting. **Step 3:** Repeat **Steps 1** and **2** for the second verse of the chant. Draw pupils’ attention to the first stress on the words *yesterday* and *bakery.* Check comprehension. **Step 4:** Play the recording all the way through for pupils to chant and clap. | - Pupils read the first verse of the chant and pay attention to the stress of the words *yesterday, cinema* and *interesting*.  - Pupils listen to the recording of the first verse. Pupils listen to the recording again, line by line, and repeat. Pupils clap 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:  Mai watching a film at the cinema  Mary and Nam buying cakes at the bakery  The lyrics and recording of the chant |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game: Stand up - Sit down (ppt)**

- Tell pupils how to play the game.

- Have five pupils in each group take turns playing the game.

- Have them listen to the words and stand up or sit down. If they hear the word with the first syllable, they will stand up. If they hear the word with the second syllable, they will sit down.

- Repeat the game until all the words are said.

*Thứ Năm ngày 19 tháng 12 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3B)

**Unit 9: COLOURS**

**Lesson 2 – Period 4**

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| **I. OBJECTIVES** | | |
| **Language** | By the end of the lesson, pupils will be able to:   * use the words *blue, brown, red, yellow, orange, green, white* and *black* related to the topic “colours”; * use *What colour are they? – They’re \_\_\_\_\_\_\_./ What colour is it? – It’s\_\_\_\_\_\_\_\_\_.* to ask and answer questions about colours of school things; * listen to and demonstrate understanding of simple exchanges related to the topic “Colours”; * read and write about the colours of school things. | |
| **Corecompetencies** | teamwork, reliability, motivation, adaptability, problem-solving, integrity, communication | |
| **Generalcompetencies** | Listening: listen and number  Critical Thinking: look, complete and read  Oral Communication: let’s sing  Communication and collaboration: work in pairs or groups | |
| **Attributes** | Diligence: complete learning tasks  Honesty: tell the truth about feelings and emotions  Responsibility: appreciate kindness | |
| **II.** **RESOURCES AND MATERIAL** | | |
|  | | * Student’s book, page 65 * Audio Tracks 92, 93 * Teacher’s guide, pages 116, 117, 118 * Website *hoclieu.vn* * Flashcards/ pictures and posters (Unit 9) * Computer, projector |
| **III.PROCEDURE** | | **Warm-up and review – Listen and number – Look, complete and read – Let’s sing – Fun corner and wrap up** |

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| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 7 minutes | | | |
|  | * Greet the class.   **Option 1:** Sing the song in *Unit 8, 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:** Chant and do activities (*Unit 8, Lesson 3*).   * Ask pupils to chant and do the actions in *Unit 8,* *Lesson 3* in groups. * Give points to the groups and encourage them.   **Option 3**: (Power Point)   * Review: Game: *What’s missing?* * Quickly review the colours. * One of the colours on the screen will disappear, pupils look and find the missing one. The first to say will get 1 point for their team. | Whole class  Group work  Individual work/ Whole class |  |
| **PRACTICE**  **Activity 4. Listen and number.** 7 minutes | | | |
| a. Goal: | To listen to and understand four communicative contexts in which the characters ask and answer questions about the colours of school things and number the correct pictures | |  |
| b. Input: | **Picture cues:** a. a black school bag b. an orange school bag c. two white books d. two green books  **Audio script:**  1.*A*: What colour is it?  *B*: It’s orange.  2. *A*: What colour are they?  *B*: They’re green.  3. *A*: What colour are they?  *B*: They’re white.  4. *A*: What colour is it?  *B*: It’s black. | |  |
| c. Outcome: | Pupils can listen to and understand four communicative contexts in which the characters ask and answer questions about the colours of school things and number the correct pictures.  **Key: 1.** b **2.** d  **3.** c **4.** a | |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures and ask them some questions such as *What is this?* *What colour is it? What are these? What colour are they?*  **Step 2:** Play the recording all the way through so that pupils can become familiar with the characters’ voices. Then play the recording for them to listen and number the pictures.  **Step 3:** Have pupils work in pairs, ask and answer about the pictures in the book.  **Step 4:** Let pupils swap and check their answers before checking as a class. Correct the answers as necessary.  **Game to check answer:** Call random pupils from each group to ask.  - *What is this?, What colour is it?, What are these?, What colour are they? …*  He/ She can choose the one who will answer his/ her question. | Whole class  Individual work  Pair work  Pair work  Whole class  / Group work |  |
| **PRACTICE**  **Activity 5. Look, complete and read.** 8 minutes | | | |
| a. Goal: | To complete the four gapped dialogues with the help of the picture cues | |  |
| b. Input: | Four picture cues and four incomplete dialogues to complete. | |  |
| c. Outcome: | Pupils can complete the four gapped dialogues with the help of the picture cues.  **Key:** **1.** black **2.** blue **3.** are; orange **4.** They’re green. | |  |
| d. Procedure: | **Step 1:** Have pupils look at the first exchange. Ask them some questions such *as What is the dialogue about? and What is missing?* Then draw their attention to the picture. Have them answer some questions such as *What’s this?/ What are they? and What colour is it?/ What colour are they?* Draw pupils’ attention to the gap in the dialogue and say what they should write. Check comprehension.  **Step 2:** Have pupils look at the four incomplete dialogues. Draw their attention to the missing words in the sentences. Give pupils time to read the other gapped exchange, look at the pictures and fill in the gaps independently.  **Step 3:** Model with Picture 1. Have pupils look at the dialogue. Ask them what is missing in the answer. Then have them look at the picture and identify the colour. Then have them complete the gap (It's black.) Set a time limit for pupils to swap and check the answers. Correct the answers if necessary. Play game: “Pass the ball” to choose pupils to come to the board and say the answers.  **Step 4:** Follow the same procedure with Pictures 2, 3 and 4.  **Step 5:** Invite a few pairs to read the complete dialogues aloud in front of the class. Correct the answers. | Whole class  / Pair work  Individual  work  Pair work/ Whole class  Whole class  Pair work |  |
| **PRACTICE**  **Activity 6. Let’s sing.** 7 minutes | | | |
| a. Goal: | To sing the song *Colours* with the correct pronunciation, rhythm, and melody | |  |
| b. Input: | The lyrics and the recording of the song *Colours* | |  |
| c. Outcome: | Pupils can sing the song with good pronunciation, rhythm and melody. | |  |
| d. Procedure: | **Step 1:** Have pupils read the lyrics of the song. Encourage pupils to answer questions such as *What is the song about? What colour is the pen?* and *What colour are the rulers?* Check comprehension.  **Step 2:** Have pupils listen to the whole song, drawing their attention to the pronunciation, the rhythm, and the melody of the song.  **Step 3:** Let pupils listen to the recording and practise singing the song, line by line, and clapping their hands. Then ask them to sing the whole song and clap their hands, group by group.  **Step 4:** Invite a few groups of pupils to the front of the class to sing the song. The class may sing along and clap hands to reinforce the activity.  **Game**: *Who can sing?*  Ask pupils from each group to come to the board, sing and do the actions. Give points for each group. | Whole class  Individual work  Group work  Whole class / Group work  Group work |  |
| **Fun corner and wrap up** 5 minutes | | | |
|  | **Option 1**:  Using *hoclieu.vn*, have pupils look at the words in the picture and repeat after the recording.  **Option 2: *Slap the board***   * To play this game the teacher puts up a set of pictures or words on a board and divides the class into two teams. * The teacher then has a student from each team come up to the board. They then listen as the teacher calls out a word or a sentence and they race to slap the correct picture. Whoever is the fastest with the correct slap gets a point for their team and the next students then come up.   **Option 3:** **Game: *whack the watermelon***   * Divide the class into 3 teams. * Set the team names and game rules. * Teacher prepares a set of pictures about school things  (both in singular and plural) with colours. * 2 students from each team come to the board, randomly choose one picture; ask and answer with the picture on it. * If pupils have the right answer, they can choose a number on the screen and get points for their team. * The team with the highest score will be the winner. | Whole class  Individual work/ Whole class  Group work |  |

Tiết 2 : **Tiếng Anh** ( Lớp 3B)

**Unit 9: COLOURS**

**Lesson 3 – Period 5**

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| **I.OBJECTIVES** |  | |
| **Language** | By the end of the lesson, pupils will be able to:   * to pronounce the sounds of the consonant clusters ***bl*** and ***br*** in isolation, say the words blue and brown, and read the sentences *My school bag is blue.* and *The pencil cases are brown*. * to listen to two sentences and circle the correct options to complete the gaps in two gapped sentences. * to sing the chant using the correct pronunciation. | |
| **Corecompetencies** | teamwork, motivation, communication, planning and organization | |
| **General competencies** | Listening: listen and repeat  Critical Thinking: listen and circle  Oral Communication: let’s chant (practice speaking)  Communication and collaboration: work in pairs or groups | |
| **Attributes** | Responsibility: appreciate kindness  Diligence: complete learning tasks  Honesty: tell the truth about feelings and emotions | |
| **II.** **RESOURCES AND MATERIAL:** | | |
|  | | * Student’s book, page 66 * Audio track 94, 95, 96 * Teacher’s guide, pages 118, 119 * Website *hoclieu.vn* * Flashcards/ pictures and posters (Unit 9) * Computer, projector |
| **III.PROCEDURE** | | **Warm-up and review – Listen and repeat – Listen and circle – Let’s chant – Fun corner and wrap up** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 6 minutes | | | | |
|  | | * Greet the class.   **Option 1:** Sing the song in *Unit 8, 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**: Invite one or two groups of pupils to the front of the class to sing the chant on page 66. The rest of the class may sing along and clap hands.  **Option 3**: Game: Mary shows the “Anywhere Door”  - Divide the class into 2 teams.  - Each team takes turns choosing from door 1 to 8. Then answer the questions.  - Then pupils can choose to keep or give whatever points they get to the other team. (Students cannot choose to keep or give twice in a row) | Whole class  Group work  Individual work/ Whole class |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 1. Listen and repeat.** 7 minutes | | | | |
| a. Goal: | To correctly repeat the sounds of the consonant clusters ***bl*** and ***br*** in isolation, in the words *blue* and *brown*, and in the sentences *My school bag is blue.* and *The pencil cases are brown.* with the correct pronunciation and intonation | | |  |
| b. Input: | The consonant clusters ***bl***, the word *blue* and the sentence *My school bag is blue*.  The consonant clusters ***br***, the word *brown* and the sentence *The pencil cases are brown.* | | |  |
| c. Outcome: | Pupils can correctly pronounce the sounds of the clusters ***bl*** and ***br*** in isolation, say the words *blue* and *brown*, and read the sentences *My school bag is blue.* and *The pencil cases are brown.* | | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the consonant cluster ***bl***, the word *blue* and the sentence *My school bag is blue*. Play the recording for them to listen and repeat in chorus and individually. Correct the pronunciation if necessary.  **Step 2:** Repeat **Step 1** for the cluster ***br***. Go around the classroom and correct the pronunciation if necessary.  **Step 3:** Let pupils work in pairs or groups, pronouncing the sounds, saying the words, and reading the sentences until they feel confident.  **Step 4**: Ask a few pupils to say the letters / words / sentences in front of the class. The class listens and makes comments. | | Whole class/ Individual work  Whole class  Pair work/ Group work  Individual work |  |
| **PRACTICE**  **Activity 2. Listen and circle.** 8 minutes | | | | |
| a. Goal: | To identify the target words *blue* and *brown* while listening | | |  |
| b. Input: | Two incomplete sentences, each with 3 options:  **1. My school bag is \_\_\_\_\_\_. a. blue b. brown c. black**  **2. The pencils are \_\_\_\_\_\_. a. green b. blue c. brown**  **Audio script:**   * 1. My school bag is brown.   2. The pencils are blue. | | |  |
| c. Outcome: | Pupils can listen to two gapped sentences and circle the correct options.  **Key: 1.**b **2.**b | | |  |
| d. Procedure: | **Step 1:** Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.  **Step 2:** Get pupils to read the gapped sentences and guess which option can be chosen to fill in each gap. Then play the recording twice for pupils to listen and circle the correct options.  **Step 3:** Let pupils swap and check the answers in pairs or groups before checking as a class. (or game: a/b/c? Let pupils use symbols or body language to give answers).  **Step 4:** Invite a few pupils to read the complete sentences aloud in front of the class. | | Whole class  Individual work/ Whole class  Pair work/ Whole class  Individual work |  |
| **PRACTICE**  **Activity 3. Let’s chant.** 9 minutes | | | | |
| a. Goal: | To say the chant with the correct rhythm and pronunciation | | |  |
| b. Input: | The lyrics and recording of the chant | | |  |
| c. Outcome: | Pupils can say the chant with the correct rhythm and pronunciation. | | |  |
| d. Procedure: | **Step 1:** Have pupils read the first verse of the chant and elicit its meaning. Draw pupils’ attention to the sounds of the consonant clusters ***bl*** and ***br*** in the words ***blue***and ***brown***in the second and fourth lines. Check comprehension.  **Step 2:** Play the recording for pupils to listen and repeat the first verse, line by line. Show them how to chant and clap.  **Step 3:** Repeat **Steps 1** and **2** for the second verse of the chant. Go around the classroom and offer help if necessary.  **Step 4:** When pupils become familiar with the rhythm and pronunciation, play the recording of the whole verse for pupils to do choral and individual repetition. Go around the classroom and correct pronunciation if necessary.  **Step 5:** Invite a few groups to the front of the class to chant. The rest of the class may clap along. | | Whole class  Whole class  Whole class  Whole class/ Individual work  Group work |  |
| **Fun corner and wrap up:** 5 mins | | | |  |
| |  |  |  |  | | --- | --- | --- | --- | |  | **Option 1:** Slap the board game. (choose the sounds and phonics words)  **Option 2:** Who is faster? game. (Let pupils say the words with the sounds – groups competition)  **Option 3:** Slap the board   * To play this game the teacher sticks a set of pictures or words on the board and divides the class into two teams. * The teacher then has a student from each team come up to the board. * They then listen as the teacher calls out a word or a sentence and they race to slap the correct picture. * Whoever is the fastest with the correct slap gets a point for their team and the next students then come up. | Whole class  Whole class  Individual work/ Whole class |  | | | | |  |

Tiết 3 : **Tiếng Anh** ( Lớp 5A)

**UNIT 9: OUR OUTDOOR ACTIVITIES**

**Lesson 2 - Period 4**

( Đã soạn lớp 5B**)**

Bổ sung : - Lưu ý cách nói về các hoạt động trong quá khứ

- Quan tâm việc hoàn thành câu theo mẫu.

- Học sinh phát huy nhớ các câu ở phần nghe.

Tiết 4 : **Tiếng Anh** ( Lớp 5A)

**UNIT 9: OUR OUTDOOR ACTIVITIES**

**Lesson 3 - Period 5**

( Đã soạn lớp 5B**)**

Bổ sung :- Học sinh thực hành cách đánh trọng âm với các từ.

- Quan tâm sát sao các đối tượng học sinh

- Hsinh tương tác theo mục tiêu của hoạt động.

*Thứ Sáu ngày 20 tháng 12 năm 2024*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 9: OUR OUTDOOR ACTIVITIES**

**Lesson 2 - Period 4**

( Đã soạn lớp 5B**)**

Bổ sung : - Lưu ý cách nói về các hoạt động trong quá khứ

- Quan tâm việc hoàn thành câu theo mẫu.

- Học sinh phát huy nhớ các câu ở phần nghe.

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 9: OUR OUTDOOR ACTIVITIES**

**Lesson 3 - Period 5**

( Đã soạn lớp 5B**)**

Bổ sung :- Học sinh thực hành cách đánh trọng âm với các từ.

- Quan tâm sát sao các đối tượng học sinh

- Hsinh tương tác theo mục tiêu của hoạt động.

Tiết 3 : **Tiếng Anh** ( Lớp 3A)

**UNIT 9: COLOURS**

**Lesson 2 – Period 4**

( Đã soạn lớp 3B**)**

Bổ sung :Học sinh biết hỏi về màu sắc của đồ vật ở dạng số nhiều.

Biết cách nói về màu sắc sự vật xung quanh.

Quan tâm đến học sinh đọc còn chậm

Tiết 4 : **Tiếng Anh** ( Lớp 3A)

**UNIT 9: COLOURS**

**Lesson 3 – Period 5**

( Đã soạn lớp 3B**)**

Bổ sung :- Quan tâm đến cách hỏi và trả lời về màu sắc của sự vật.

- Viết những câu miêu tả về màu sắc

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