**KẾ HOẠCH BÀI DẠY** **TUẦN 18 MÔN TIẾNG ANH**

 NĂM HỌC 2024-2025

GV giảng dạy : Nguyễn Thị Vân

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| Thứ | Buổi | Tiết | Lớp  | Môn |  Tên bài |
| Hai6/1 | Sáng |  1 |  |  |  |
|  2 |  |  |  |
|  3 |  |  |  |
|  4 |  |  |  |
| Chiều |  1 | 5A | T.Anh | Review 2 and extension activities - Lesson 2  |
|  2 | 5A | T.Anh | Review 2 and extension activities - Lesson 3  |
|  3 |  |  |  |
| Ba7/1 | Sáng |  1 | 5B | T.Anh | Review 2 and extension activities - Lesson 2  |
|  2 | 5B | T.Anh | Review 2 and extension activities - Lesson 3  |
|  3 | 3B | T.Anh | Review 2 and funtime - Lesson 2 |
|  4 | 3B | T.Anh | Review 2 and funtime - Lesson 3 |
| Chiều |  1 |  |  |  |
|  2 |  |  |  |
|  3 |  |  |  |
|  Tư8/1 | Sáng |  1 | 3A | T.Anh | Review 2 and funtime - Lesson 2 |
|  2 | 3A | T.Anh | Review 2 and funtime - Lesson 3 |
|  3 | 5A | T.Anh | Kiểm tra chất lượng cuối kì I |
|  4 | 5A | T.Anh | Chữa bài |
| Chiều |  1 | 5C | T.Anh | Review 2 and extension activities - Lesson 2  |
|  2 | 5C | T.Anh | Review 2 and extension activities - Lesson 3  |
|  3 |  |  |  |
| Năm9/1 | Sáng |  1 | 5B | T.Anh | Kiểm tra chất lượng cuối kì I |
|  2 | 5B | T.Anh | Chữa bài |
|  3 |  |  |  |
|  4 |  |  |  |
| Chiều |  1 |  |  |  |
|  2 |  |  |  |
|  3 |  |  |  |
| Sáu10/1 | Sáng |  1 | 5C | T.Anh | Kiểm tra chất lượng cuối kì I |
|  2 | 5C | T.Anh | Chữa bài |
|  3 | 3B | T.Anh | Kiểm tra chất lượng cuối kì I |
|  4 | 3B | T.Anh | Chữa bài |
| Chiều |  1 | 3A | T.Anh | Kiểm tra chất lượng cuối kì I |
|  2 | 3A | T.Anh | Chữa bài |
|  3 |  |  |  |

*Thứ Hai ngày 6 tháng 1 năm 2025*

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5A)

**REVIEW 2**

**Period 2**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- read and match five pairs of target sentence patterns.

- read a text about Lan’s class trip to Ba Na Hills and number the sentences in

order (from 1 to 4)

- write a short paragraph about someone’s trip the previous Sunday.

**2. Competences**

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

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

**3. Attributes**

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

- Be honest in the learning tasks.

**II. MATERIALS**

- Pupil’s book: Page 75

- Teacher’s guide: Pages 174, 175

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Review 2)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the sentence structures they have learnt.

**b. Content**

- Game: Hot seat

**c. Expected outcomes**

- Pupils can say the sentence structures they have learnt.

**d. Organisation**

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| **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 this 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 \_\_\_\_.**Where did you go last November? – We \_\_\_\_.* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation

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

**a. Objectives**

- To read and match five pairs of target sentence patterns

**b. Content**

- Activity 3. Read and match.

**c. Expected outcomes**

- Pupils can read and match five pairs of target sentence patterns.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Read and match.** |
| **Step 1:** Draw pupils’ attention to the questions and answers. Tell them how to do the activity.Point at Question **1** *(Could you show me the way to the art room?)* and elicit the answer *(Go**upstairs. It’s on the first floor.)* Have pupils read the answer and give feedback. Have pupils draw a line to match Question **1** with Sentence **e**.**Step 2:** Give pupils time to do the task individually. Go around the classroom to offer support.**Step 3:** Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.**Extension:** Invite a few pairs of pupils to stand up and read the matched exchanges aloud. | - Pupils pay attention to the questions and answers. Pupils listen to the teacher’s explanation.- Pupils read the answer.- Pupils do the task individually. - Pupils swap books with a partner, then check answers together as a class- Pairs of pupils stand up and read the matched exchanges aloud. | Five pairs of sentence patterns, which together form simple exchanges between two pupils.**\*Key:** *1. e, 2. d, 3. a, 4. b, 5. c* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

- To read a text about Lan’s class trip to Ba Na Hills and number the sentences in

order (from 1 to 4).

**b. Content**

Activity 4. Read and complete.

**c. Expected outcomes**

- Pupils can read a text about Lan’s class trip to Ba Na Hills and number the sentences in order.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Read and complete.** |
| **Step 1:** Draw pupils’ attention to the activities in sequence in the text. Elicit the words showing the sequences of activities, e.g. *first, then, after that,* etc.**Step 2:** Have pupils read the text and the jumbled sentences below the text and number the sentences from 1 to 4. **Step 3:** Set a time limit for pupils to do the task. Go around the classroom and offer helpif necessary.**Step 4:** Get pupils to swap their answers with a partner, then check answers together as a class.  | - Pupils pay attention to the activities in sequence in the text. Pupils follow the teacher’s instructions.- Pupils read the text and the jumbled sentences below the text and number the sentences from 1 to 4. - Pupils do the task.- Pupils swap books with a partner, then check answers as a class. | - A text and four jumbled and unnumbered sentences**\*Key:** *1. c, 2. a, 3. d, 4. b* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To write a short paragraph about someone’s trip the previous Sunday.

**b. Content**

- Activity 5. Let’s write.

**c. Expected outcomes**

- Pupils can write a short paragraph about their trip the previous Sunday.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Let’s write.** |
| **Step 1:** Ask pupils to read the guiding questions. Tell pupils that they should write about 30 words. Check comprehension.**Step 2:** Have pupils do the first question together as an example. Ask them to read the question and elicit where they went the previous Sunday. Then have them write the first sentence, e.g. *Last Sunday, I went to Hoan Kiem Lake…***Step 3:** Give pupils time to complete the paragraph independently. Go around theclassroom and offer help if necessary.**Step 4:** Get pupils to swap their writings with a partner, then invite a few pupils to read their writings in front of the class.  | - Pupils read the guiding questions. Pupils follow the teacher’s instructions.- Pupils do the first question together as an example. Pupils read the question and elicit where they went the previous Sunday and write the first sentence. - Pupils complete the paragraph independently.- Pupils swap their writings with a partner. - A few pupils read their writings in front of the class. The class observes and praises their work. | A writing frame and four guiding questions:– Where did you go last Sunday?– What did you do there in the morning?– What did you do in the afternoon?– How was your trip?**Suggested answer:**  |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game: Number race (ppt)**

- Explain how to play the game. Give an example.

- Divide the class into two teams. Each team has five pupils.

- Give each pupil in one team a number so that each team has equal numbers.

- Stick a picture (*at the campsite*) on the board and ask the questions, e.g. *“Where were you yesterday?”*, and allow time for pupils to think. Then call out a number, have pupils with that number from each team stand up and shout out the answers, e.g. *“I was at the campsite.”*. Praise and give points for the teams.

- Continue the game until the last member of the team.

- Praise the winner. Give feedback.

**\* Option 2: Game: Pass the cards**

- Give a card to a pupil.

- Play music. Have that pupil pass the card to the next one.

- Stop music suddenly. Have the pupil holding a card to ask a question and invite another pupil to answer the question.

e.g.Pupil *A: Where did you go last Sunday?*

 Pupil *B:* *I went to Ba Na Hills.*

- Repeat the game several times. Praise pupils to encourage their speaking skill.

Tiết 2 : **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**

- revise vocabulary related to activities by correctly categorising activities.

- write the details about a holiday.

- review the target vocabulary and sentence patterns by playing a board game.

**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: Pages 76, 77

- Teacher’s guide: Pages 175, 176, 177

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Review 2)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the sentence patterns they have learnt.

**b. Content**

- Game: Multiple choice

**c. Expected outcomes**

- Pupils can remember the sentence patterns they have learnt and choose the correct answers.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Multiple choice** |
| - Tell pupils that they are going to choose the correct answer for each question.- Have pupils play the game individually.- Take turns showing the questions and options.- Have pupils give the correct answer for each question.- Give comments and praise. | - Listen to the teacher’s explanation.- Play the game individually.- Look at the questions and options.- Give the correct answer for each question. | Questions and answers1. Where did you go last Sunday?a. I watched T.V.b. I went to Hoan Kiem lake.c. It was fun.2. What did you do there in the morning?a. I walked around the lake.b. I walk around the lake.c. I’m walking around the lake.3. What did you do in the afternoon?a. They played games.b. I drew a picture. c. I draw a picture.4. How was your trip?a. We went home late.b. We was in a restaurant.c. It was a lot of fun. **\*Key:** *1. b, 2. a, 3. b, 4. c* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation

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

**a. Objectives**

- To revise vocabulary related to activities by correctly categorising activities.

**b. Content**

- Activity 1. Write the activities in the correct places.

**c. Expected outcomes**

- Pupils can revise vocabulary related to activities by correctly categorising activities.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Write the activities in the correct places.** |
| **Step 1:** Have pupils read the activities in the word box aloud. Correct pronunciation where necessary. To check understanding, have pupils come to the front of the class in turn and silently act out the activities while the rest of the class guesses what they are. While they do this, copy the four category boxes onto the board. **Step 2:** Do ice skating with the class as an example. Ask: *When do you do ice skating? Where? What kind of holiday is it?* Elicit *winter holiday* and write *ice skating* under that heading on the board. **Step 3:** Have pupils work in pairs to complete the activity. Ask them to check their answers in groups of four. Then ask a pupil from each group to come to the front of the class and write an answer on the board, taking turns until the category boxes are complete. Each time, ask the other groups if they agree. Tell the class that taking photos could fit into any of the categories, but fits best under *Sightseeing holiday*. **Extension:** Elicit other activities that can be added to the categories. | - Pupils read the activities in the word box aloud. Pupils come to the front of the class in turn and silently act out the activities while the rest of the class guesses what they are.- Pupils answer the questions.- Pupils work in pairs to complete the activity. Pupils check their answers in groups of four. Then a pupil from each group comes to the front of the class and writes an answer on the board.- Pupils follow the teacher’s instructions. | – A word box containing eight activities – Four boxes with the category headings *Adventure holiday, Beach holiday, Sightseeing holiday* and *Winter holiday***\*Key:** *Adventure holiday: horse riding; mountain biking* *Beach holiday: swimming in the sea; playing beach volleyball* *Sightseeing holiday: taking photos; visiting a museum* *Winter holiday: ice skating; skiing* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

- To write the answers about the details of a holiday.

**b. Content**

Activity 2. Answer the questions about your last holiday.

**c. Expected outcomes**

- Pupils can write the details about a holiday.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Answer the questions about your last holiday.** |
| **Step 1:** Tell pupils the goal of this activity: They need to answer five questions about their last holiday. **Step 2:** Have five pupils read the questions aloud. Each time, provide a sample answer and write your answer on the board. Then ask some pupils the questions and have them reply aloud, providing support where necessary. Elicit some further reasons for enjoying or not enjoying a holiday and write them on the board (*I did(n’t) enjoy the holiday because I had fun / I love hiking / it was very cold / I didn’t go on a boat tour.*). **Step 3:** Tell pupils that they need to write in full sentences. Give them time to complete the activity individually. **Step 4:** Have pupils check their answers in pairs before checking some of their answers as a class. | - Pupils listen to the teacher’s explanation.- Five pupils read the questions aloud. Some pupils answer the questions.- Pupils listen to the teacher’s instructions and complete the activity individually.- Pupils check their answers in pairs before checking some of their answers as a class.  | Five questions about different aspects of a holiday, with blanks for pupils’ answers**Suggested answer:** *1. I went to Nha Trang.* *2. It was a beach holiday.* *3. I went with my mum, my dad and my sister.* *4. We ate seafood and swam in the sea.* *5. Yes, I did. Because I love seafood and the sea there.* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To review the target vocabulary and sentence patterns by playing a board game.

**b. Content**

- Activity 3. Board game. Roll a dice. Listen and answer.

**c. Expected outcomes**

- Pupils can review the target vocabulary and sentence patterns by playing a board game.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Board game. Roll a dice. Listen and answer.** |
| **Step 1:** Play the game as a whole class. Divide pupils into four groups. Determine which group goes first, second, third and fourth. **Step 2:** Each group rolls the dice in turn. A member of each group moves the group’s counter forward by the number of spaces indicated by the dice. **Step 3:** When a counter lands on a space with a picture, ask the corresponding question below. If the group gives a correct answer, their counter stays on the space. If they do not give a correct answer, their counter must be moved back two spaces and their turn ends. Explain that there are some spaces with instructions such as *Back to Start, Move ahead one space, Miss a turn,* and *Move ahead two spaces*. When landing on these spaces, the instructions must be followed. Check comprehension.**Step 4:** The game continues until one or all groups reach the “Finish” space. **Step 5:** Write the questions on the board. Have pupils sit in groups of three or four and repeat **Steps 1–4** to play again in their groups. | - Pupils work in four groups.- Pupils follow the teacher’s instructions.- Pupils give the answers. - Pupils play the game.- Pupils look at the questions on the board. Pupils sit in groups of three or four and play the game. | - A board game with 12 spaces**Questions:****1.** What type of holiday is it? **2.** What do people do on a sightseeing holiday? **4.** Do people usually go hiking on an adventure holiday? **6.** What type of holiday is it? **8.** What do people do on a camping holiday? **10.** Did Nam and Minh go to Hoan Kiem Lake yesterday? **11.** Were Linh and Mai at the campsite last weekend? **12.** What did they do at the campsite? **\*Key:**  |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & Answers

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

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

- 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 make a question. Have the pupil with a yellow ball answer the question.

e.g. Pupil A: *Where did you go last summer?*

 Pupil B: *I went to Ba Na Hills.*

- Repeat the game with other pupils.

- Praise pupils if they do the activity well.

**\* Option 2: Game: *Rock, paper, scissors***

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

- Put pupils into pairs.

- Encourage the pupils to play *rock, paper, scissors*. The winner asks a question. The loser answers the question.

e.g. Pupil A: *Where did you go last holiday?*

 Pupil B: *I went to Da Nang.*

- Praise pupils to encourage their performance.

 *Thứ Ba ngày 7 tháng 1 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**REVIEW 2**

**Period 2**

 ( Đã soạn lớp 5A**)**

Bổ sung :Hướng dẫn thêm cho học sinh một số cụm từ dùng trong mẫu câu.

 Quan tâm sát sao các đối tượng học sinh.

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**REVIEW 2**

**Period 3**

 ( Đã soạn lớp 5A**)**

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

* Thực hành nhiều hơn với các đồ vật và sở hữu.
* Chú ý cách phát âm một số từ khó cho học sinh

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**REVIEW 2**

**Period 2**

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| **I. OBJECTIVES** |
| **Language**  | By the end of the lesson, pupils will be able to:* read and match pairs of target sentence patterns.
* understand and complete two incomplete sentence patterns and two exchanges.
* read and understand five question patterns, then take it in turns to ask and answer the questions.
 |
| **Corecompetencies** | teamwork, reliability, motivation, adaptability, problem-solving, integrity, communication |
| **Generalcompetencies** | Communication and collaboration: work in pairs or groupsSociability: talk to each other, say good words to others |
| **Attributes** | Kindness: help partners to complete learning tasksDiligence: complete learning tasksLeadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** |
|  | * Student’s book Page 75
* Teacher’s guide Pages 136, 137
* Website *hoclieu.vn*
* Flashcards/pictures and posters
* Computer, projector…
 |
| **III.PROCEDURE** | **Warm-up and review – Read and match - Look, complete and read – Ask and answer – Fun corner and wrap-up**  |

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| **Procedure** | **Teaching and learning activities** | **Pupil’s** **activities** | **Note** |
| **Warm-up and review:** 5 minutes |
|  | Greet the class.**Option 1: Sing the song** *It’s break time. (p*age 69) - 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:** **Say the chant** on page 72- Ask pupils to chant and do the actions in Unit 10, Lesson 3 in groups. - Give points to the groups and encourage them.**Option 3**: Look and guess!Have pupils look at parts of the pictures and guess the words. Give points to pupils for correct answers. | Whole classGroup workIndividual work/ Group work |  |
| **PRACTICE****Activity 3. Read and match.** 8 minutes |
| a. Goal: | To read and match pairs of target sentence patterns. |  |
| b. Input: | Five pairs of sentence patterns, which together form simple exchanges between two speakers |  |
| c. Outcome: | Pupils can read and match pairs of target sentence patterns.**Key: 1.** e **2.** d **3.** b **4.** c **5.** a |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the five pairs of sentence patterns. Tell them about the activity. Get pupils to read Question **1** in chorus and elicit the answer (Sentence **e**). Then give feedback and match with Sentence **e**. Have the class role-play the exchange.**Step 2:** Give pupils time to do the task. Go around the classroom to offer support where necessary.**Step 3:** Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board for pupils to correct their answers.**Extension:** Invite pairs of pupils to stand up and role-play the matched exchanges. | Whole classWhole class/ Individual workPair workPair work |  |
| **PRACTICE****Activity 4. Look, complete and read**. 9 minutes |
| a. Goal: | To understand and complete two incomplete sentence patterns and two exchanges |  |
| b. Input: | Two incomplete sentence patterns and two exchanges with picture cues |  |
| c. Outcome: | Pupils can understand and complete sentence patterns and exchanges.**Key: 1.** a pencil case **2.** sit down, you can **3.** chess **4.** red |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the incomplete sentences and picture cues. Tell pupils about the activity. Get them to read the first sentence. Elicit the missing words and give feedback. Complete the sentence and get pupils to read the completed sentence in chorus.**Step 2:** Give pupils time to look, complete and read the rest of the sentences. Go around the classroom to offer support where necessary.**Step 3:** Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board for pupils to correct their answers.**Extension:** Invite pairs of pupils to stand up and read the completed sentences and the exchanges aloud. | Whole class/ Individual workPair work/ Whole classPair work |  |
| **PRACTICE****Activity 5. Ask and answer.** 8 minutes |
| a. Goal: | To read and understand five question patterns, then take it in turns to ask and answer the questions |  |
| b. Input: | Five question patterns with picture cues |  |
| c.Outcome: | Pupils can read and understand five question patterns, then take it in turns to ask and answer the questions. |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the questions and the pictures. Tell them about the activity. Point at Question **1**, tell pupils to look at the picture, elicit the answer and give feedback. Write the answer on the board and have pupils read the question and the answer as a class.**Step 2:** Repeat **Step 1** with the rest of the questions.**Step 3:** Have pupils work in pairs. Tell them to take it in turns to ask and answer the questions. Go around the classroom to offer support where necessary.**Extension:** Invite a few pairs of pupils to stand up and take turns asking and answering the target questions. | Whole class/ Individual workPair workPair work |  |

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| **Fun corner and wrap-up:** 5 minutes |
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|  | **Option 1**:Use *hoclieu.vn*, have pupils look at the pictures of the previous Units and repeat after the recordings.**Option 2: 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 passing the ball. After the music ends, 3 pupils who have the balls will stand up and say the model sentences.**Option 3: Game: Lucky number** | Whole classGroup workGroup work |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**Fun time 2**

**Period 3**

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| **I.OBJECTIVES** |  |
| **Language**  | By the end of the lesson, pupils be able to:- revise the target vocabulary by doing a word search- revise vocabulary and sentence patterns related to asking and answering questions that help to identify school things and their colours- understand how mixing two colours makes a third colour |
| **Core competencies** | teamwork, reliability, motivation, adaptability, problem-solving, integrity, communication |
| **General competencies** | Communication and collaboration: work in pairs or groupsSociability: talk to each other, say good words to others |
| **Attributes:** | Kindness: help partners to complete learning tasksDiligence: complete learning tasksLeadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** |
|  | * Student’s book Page 76,77
* Teacher’s guide Pages 137,138,139
* Website *hoclieu.vn*
* Flashcards/pictures and posters
* Computer, projector…
 |
| **III.PROCEDURE** | **Warm-up and review – Find and circle – Quiz time – Look and write – Fun corner and wrap-up** |

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| **Procedure** | **Teaching and learning activities** | **Pupil’s****activities** | **Note** |
| **Warm-up and review:** 5 minutes |
|  | Greet the class.**Option 1: Sing the song** *Colours* on page 65.- 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 7, Lesson 3).- Ask pupils to chant and do the actions in Unit 7, Lesson 3 in groups. - Give points to the groups and encourage them.**Option 3**: **Game: I spy**Teacher says "I spy with my little eye something that begins with B".  Pupils try to guess the object (e.g. book).  Colours are a good alternative (E.g. I spy with my little eye something that is red). | Whole classGroup workIndividual work/ Group work |  |
| **PRACTICE****Activity 1. Find and circle.** 8 minutes |
| a. Goal: | To revise vocabulary and sentence patterns by doing a word search |  |
| b. Input: | * The word search
* Picture cues: a school, a girl closing a book, a classroom, a ruler, the colour yellow
* Flash cards for school, close (your book), classroom, ruler and yellow
 |  |
| c. Outcome: | Pupils can read and find the words in the word search |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures and elicit the words. 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 word *school*, then find and circle it in the word search as an example. Tell pupils to repeat the same procedure with the rest of the words.**Step 3:** Check the answers as a class.**Extension:** Have pupils work in pairs. Ask them to point at each circled word in the word search and say it aloud. Have pupils work in pairs, point at each picture and say the word aloud. | Whole class/ Individual workWhole classPair work |  |
| **PRACTICE****Activity 2. Quiz time.** 5 minutes |
| a. Goal: | To revise vocabulary and sentence patterns related to asking and answering questions that help to identify school things and their colours |  |
| b. Input: | – The pictures of school things– Flash cards for *book, pen, ruler, pencil, pencil case, notebook* and *school bag* |  |
| c. Outcome: | Pupils can ask and answer questions to identify school things and their colours.  |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the picture. Elicit the words and stick the flash cards on the board one by one as pupils say the corresponding words. Point at each flash card and have pupils say the word as a class.**Step 2:** Point at a flash card and elicit the answers to the questions *Do you have\_\_\_\_\_\_\_?* and *What colour is it?* or *What colour are they?* Hold up a textbook, point at a picture of a school thing and ask these questions again.**Step 3:** Show the class how to complete the task: Point at a picture of a school thing and ask the questions in pairs. Invite two more able pupils to take turns asking and answering the questions as an example. Check comprehension and give feedback before having pupils do the activity in pairs.**Step 4:** Invite a few pairs to the front of the class to interact with each other. Encourage the class to praise them or cheer if they do a good job. | Whole class/ Individual workPair work  |  |

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| --- |
| **PRACTICE** **Activity 3. Look and write.** 10 minutes |
| a. Goal: | To understand how mixing two colours makes a third colour |  |
| b. Input: | - A diagram to show how to mix red, blue and yellow to create purple, orange and green- Colour sums to present new language (*purple, orange, green*) and show the different colour combinations |  |
| c. Outcome: | Pupils understand how mixing two colours makes a third colour.**Key: 2.** orange **3.** green |  |
| d. Procedure: | **Step 1:** Recognize the colours through ppt slide. Then watch a video to see how colours are blended with each other. **Step 2:** Draw pupils’ attention to the diagram and elicit the names of the three colours in the middle: *red, blue, yellow.***Step 3:** Use crayons or paints to show pupils what happens when you mix red and blue. Explain that this third colour is called *purple*. Write *purple* on the board and model it for pupils to repeat.**Step 4:** Repeat **Step 2** for *red* and *yellow* (*orange*), *yellow* and *blue* (*green*). **Step 5:** Have pupils complete the colour sums. Check answers together as a class. | Whole class/ Individual work |  |
| **Fun corner and wrap up:** 5 minutes |  |
|  | **Option 2:****Game: Last Letter, First Letter:**(A popular Japanese game called Shiri Tori).  Have the pupils sit in a circle with you.  Teacher starts by saying a word, then the student to the teacher's right must make a word that starts with the last letter of that word (e.g. bu**s** --- **s**tea**k** --- **k**e**y** --- **y**ello**w** --- …). Continue around the circle until someone makes a mistake. **Option 3: Game: Space hunt**The rule is the same with snakes and ladders. | Group workGroup work |  |

 *Thứ Tư ngày 8 tháng 1 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**Review 2- Period 2**

 ( Đã soạn lớp 3B**)**

Bổ sung :Hướng dẫn thêm cho học sinh một số cụm từ dùng trong mẫu câu.

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

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**Review 2 - Period 3**

 ( Đã soạn lớp 3B**)**

Bổ sung: Hướng dẫn hsinh thực hành tốt các mẫu câu đã học.

 Có thể cho học sinh luyện thực hành theo vòng tròn

 Quan tâm sát sao các đối tượng học sinh

Tiết 3 : **Tiếng Anh** ( Lớp 5A)

**Kiểm tra chất lượng cuối kì I**

( Đề do PGD )

Tiết 4 : **Tiếng Anh** ( Lớp 5A)

**Chữa bài**

Bổ sung :- Khắc sâu những kiến thức và mẫu câu đã học trong học kì 1

 - Củng cố các từ và cụm từ cho việc hoàn thành bài.

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**REVIEW 2**

**Period 2**

 ( Đã soạn lớp 5A**)**

Bổ sung :Hướng dẫn thêm cho học sinh một số cụm từ dùng trong mẫu câu.

 Quan tâm sát sao các đối tượng học sinh.

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**REVIEW 2**

**Period 3**

 ( Đã soạn lớp 5A**)**

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

* Thực hành nhiều hơn với các đồ vật và sở hữu.
* Chú ý cách phát âm một số từ khó cho học sinh

  *Thứ Năm ngày 9 tháng 1 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**Kiểm tra chất lượng cuối kì I**

( Đề do PGD )

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**Chữa bài**

Bổ sung :- Khắc sâu những mẫu câu đã học trong học kì 1

 - Củng cố các từ và cụm từ cho việc hoàn thành bài.

 *Thứ Sáu ngày 10 tháng 1 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**Kiểm tra chất lượng cuối kì I**

( Đề do PGD )

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**Chữa bài**

Bổ sung :- Khắc sâu những mẫu câu đã học trong học kì 1

 - Củng cố các từ và cụm từ cho việc hoàn thành bài.

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**Kiểm tra chất lượng cuối kì I**

( Đề do PGD )

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**Chữa bài**

Bổ sung :- Khắc sâu những mẫu câu và kiến thức đã học trong học kì 1

 - Củng cố các từ và cụm từ cho việc hoàn thành bài.

 - Chữa bài theo nhóm lỗi để hsinh ghi nhớ.

 **Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**Kiểm tra chất lượng cuối kì I**

( Đề do PGD )

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**Chữa bài**

Bổ sung :- Khắc sâu những mẫu câu đã học trong học kì 1

 - Củng cố các từ và cụm từ cho việc hoàn thành bài.

 - Hiểu và ghi nhớ những bài học để tiếp thu kiến thức mới

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