**KẾ HOẠCH BÀI DẠY** **TUẦN 28 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  31/3 | Sáng | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| Chiều | 1 | 5A | T.Anh | Unit 16 : Seasons and the weather - Lesson 2  - Activity 4 - 6 |
| 2 | 5A | T.Anh | Unit 16 : Seasons and the weather - Lesson 3  - Activity 1 - 3 |
| 3 |  |  |  |
| Ba  1/4 | Sáng | 1 | 5B | T.Anh | Unit 16 : Seasons and the weather - Lesson 2  - Activity 4 - 6 |
| 2 | 5B | T.Anh | Unit 16 : Seasons and the weather - Lesson 3  - Activity 1 - 3 |
| 3 | 3B | T.Anh | Unit 16 : My pets- Lesson 2 - Activity 4 - 6 |
| 4 | 3B | T.Anh | Unit 16 : My pets- Lesson 3 - Activity 1 - 3 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Tư  2/4 | Sáng | 1 | 3A | T.Anh | Unit 16 : My pets- Lesson 2 - Activity 4 - 6 |
| 2 | 3A | T.Anh | Unit 16 : My pets- Lesson 3 - Activity 1 - 3 |
| 3 | 5A | T.Anh | Unit 16 : Seasons and the weather - Lesson 3  - Activity 4 - 6 |
| 4 | 5A | T.Anh | Unit 17 : Stories for children - Lesson 1  - Activity 1 - 3 |
| Chiều | 1 | 5C | T.Anh | Unit 16 : Seasons and the weather - Lesson 2  - Activity 4 - 6 |
| 2 | 5C | T.Anh | Unit 16 : Seasons and the weather - Lesson 3  - Activity 1 - 3 |
| 3 |  |  |  |
| Năm  3/4 | Sáng | 1 | 5B | T.Anh | Unit 16 : Seasons and the weather - Lesson 3  - Activity 4 - 6 |
| 2 | 5B | T.Anh | Unit 17 : Stories for children - Lesson 1  - Activity 1 - 3 |
| 3 |  |  |  |
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| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Sáu  4/4 | Sáng | 1 | 5C | T.Anh | Unit 16 : Seasons and the weather - Lesson 3  - Activity 4 - 6 |
| 2 | 5C | T.Anh | Unit 17 : Stories for children - Lesson 1  - Activity 1 - 3 |
| 3 | 3B | T.Anh | Unit 16 : My pets- Lesson 3 - Activity 4 - 6 |
| 4 | 3B | T.Anh | Unit 17 : Our toys- Lesson 1 - Activity 1 - 3 |
| Chiều | 1 | 3A | T.Anh | Unit 16 : My pets- Lesson 3 - Activity 4 - 6 |
| 2 | 3A | T.Anh | Unit 17 : Our toys- Lesson 1 - Activity 1 - 3 |
| 3 |  |  |  |

*Thứ Hai ngày 31 tháng 3 năm 2025*

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5A)

**UNIT 16: SEASONS AND THE WEATHER**

**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 two exchanges about the seasons and clothing, and circle the correct options;

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

- revise the target vocabulary and structures related to the topic “Seasons and the weather” by playing the game *Who’s faster?*

**2. Competences**

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

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

**3. Attributes**

- Show their love and interest in the weather and seasons.

- Express their feelings about the weather of each season.

- Show their knowledge of choosing suitable clothes in different seasons.

**II. MATERIALS**

- Pupil’s book: Page 43

- Audio track 58

- Teacher’s guide: Pages 229, 230, 231, 232

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 16)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the sentences structures *What do you usually wear in \_\_\_? - I wear \_\_\_\_.* to ask and answer questions about what someone wears in different seasons.

**b. Content**

- Game: Throw a dice (ppt)

**c. Expected outcomes**

- Pupils can correctly say the sentences structures *What do you usually wear in \_\_\_? - I wear \_\_\_\_\_.* to ask and answer questions about what someone wears in different seasons.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | | **CONTENT** | |
| **Game: Throw a dice (ppt)** | | | | |
| - Tell pupils that they are going to ask and answer the questions about what someone wears in different seasons.  - Divide the class into two teams. Two pupils from each team will play the game in turns.  - If pupils ask and answer the questions correctly, they will throw a dice to get points for their team.  - Continue the game until all the pictures are said.  - The team with more points wins the game. Praise the winner. | | - Pupils listen to the teacher’s explanation. - Pupils work in two teams. Two pupils from each team will play the game in turns.  - Pupils throw a dice to get points for their team.  - Pupils continue playing the game.  - Pupils praise the winner. | | Pictures (*blouse, trousers, jeans, jumper*)  Structures:  *What do you usually wear in \_\_\_? - I wear \_\_\_\_\_.* |

**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 two exchanges about the seasons and clothing, and circle the correct options.

**b. Content**

- Activity 4. Listen and circle.

**c. Expected outcomes**

- Pupils can listen to and understand two exchanges about the seasons and clothing, and circle the correct options.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and circle.** (Track 58) | | |
| **Step 1:** Explain the goal of the listening task. Have pupils read the questions and answers. Check their comprehension.  **Step 2:** Play the recording of Exchange **1** all the way through for pupils to listen and predict the answers. Then play the recording again for them to listen and circle the correct options.  **Step 3:** Repeat Step **2** for Exchange **2**.  **Step 4:** Get pupils to swap books with a partner and check their answers before checking as a class. Play the recording again for the class to double-check their answers. Correct the answers where necessary.  **Extension:** If time allows, play the recording, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. | - Pupils listen to the teacher’s explanation. Pupils read the questions and answers.  - Pupils listen to the recording of Exchange **1** all the way through and predict the answers. Then listen to the recording again and circle the correct options.  - Pupils follow the teacher’s instructions with Exchange **2**.  - Pupils swap books with a partner and check their answers. Pupils listen to the recording again to double-check their answers.  - Pupils listen the recording, sentence by sentence, and repeat individually and in chorus. | Four questions with gapped answers, each with two answer options  **Audio script:**  **\* Key:**  ***1A****.b* ***1B****.a ;* ***2A****.a* ***2B****.b* |

**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:** Model Exchange **1**. Have pupils read the conversation. Draw their attention to the picture and ask them to guess the season (*autumn*). Have pupils read the questions and answers. Elicit the missing words to fill the gaps.  **Step 2:** Give pupils time to complete Exchange **2** 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. Invite one pupil to write the answers on the board.  **Extension:** For advanced level, have the class describe the pictures in this section, for example, **1.** *It’s autumn in Japan*. *The weather is cool and windy. Akiko usually wears jeans and a jumper in autumn.* **2.** *It’s winter in London*. *The weather is very cold and snowy. Tom usually wears jeans and an overcoat in winter.* | - Pupils follow the teacher demonstrating Exchange **1**. Pupils read the conversation. Pupils predict the missing words to complete the gaps.  - Pupils do the Exchange 2 independently.  - Pupils swap books with a partner and check their answers before checking as a class.  - One pupil writes the answers on the board.  - Pupils describe the pictures in this section. | – Two picture cues and two gapped exchanges to complete  **\*Key:**  *1. the weather, jeans; jumper*  *2. winter; do you usually wear; jeans* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To revise the target vocabulary and structures related to the topic “Seasons and the weather” by playing the game *Who’s faster?*

**b. Content**

- Activity 6. Let’s play.

**c. Expected outcomes**

- Pupils can revise the target vocabulary and structures related to the topic “Seasons and the weather” by playing the game *Who’s faster?*

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Let’s play.** | | |
| **Step 1:** Draw pupils’ attention to the four pictures in *Let’s talk* on page 43 and the questions on the board. Introduce and explain how to play the game: The class is divided into pairs or teams A and B. The two team members must make the questions and answers about the weather for each season and what outfits people usually wear as fast as possible. Which team makes sentences faster and says them correctly will be the winners.  **Step 2:** Give pupils a time limit to play the game and go around the class to offer help where necessary.  **Step 3:** When the time limit is over, nominate pairs of teams to check the questions and answers. Have the teams stand up at their desk, make the sentences and encourage the rest of pupils to cheer up when the sentences are made and spoken correctly.  **Step 4:** Invite a few teams to read aloud their sentences. | - Pupils look at the four pictures in *Let’s talk* on page 43 and the question on the board. Pupils listen to the teacher’s explanation to play the game.  - Pupils play the game.  - Pairs of teams check the questions and answers. The teams stand up at their desk, make the sentences and the rest of pupils cheer up when the sentences are made and spoken correctly.  - A few teams read aloud their sentences. | A picture showing two groups of pupils standing in front of the board discussing the questions and corresponding answers on the board.  **Suggested answers:**  **-** *A:* How’s the weather in Ha Noi in spring?  *B:* It’s warm and dry.  *A:* What do you usually wear in spring?  *B:* I wear trousers and a T-shirt. |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**\* Option 1: Game: Find the clothes (ppt)**

- Tell pupils the goal of the game and how to play it. Five pupils hold different flash cards (Flash card 1: jeans, Flash card 2: T-shirt; Flash card 3: jumper; Flash card 4: shirt; Flash card 5: shorts).

- Invite five pupils to the front of the class to demonstrate how to play the game.

- Teacher calls out “*T-shirt*”, the pupil with the *T-shirt* flash card steps up and shows his / her flash card to the whole class.

- Repeat the procedure with other flash cards. If a pupil fails to show his / her flash card or shows the wrong flash card, he / she is “out” of the game.

- Praise pupils if they do the game well.

**\* Option 2: Game: Jump or clap**

- Ask pupils to stand at their desks.

- Hold up a flash card from the vocabulary set (*spring, summer, autumn, winter, blouse, trousers, jeans, jumper*) and say a word. The pupil who does the wrong action will be out of the game.

- If the word is the same as the flash card, they clap. If it isn’t, they jump. Ask them to say the word again on the flash card.

- Continue to play the game until all the vocabulary sets are said.

- Praise pupils if they do the game well.

Tiết 2 : **Tiếng Anh** ( Lớp 5A)

**UNIT 16: SEASONS AND THE WEATHER**

**Lesson 3 - Period 5**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

*-*  correctly repeat two sentences with falling intonation;

*-*  listen and correctly repeat four sentences paying attention to the word stress and falling intonation;

- say the chant with the correct pronunciation, rhythm and intonation.

**2. Competences**

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

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

**3. Attributes**

- Show their love and interest in the weather and seasons.

- Express their feelings about the weather of each season.

- Show their knowledge of choosing suitable clothes in different seasons.

**II. MATERIALS**

- Pupil’s book: Page 44

- Audio tracks 59, 60, 61

- Teacher’s guide: Pages 232, 233

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 16)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the vocabulary about the seasons and clothes in different seasons.

**b. Content**

- Game: Matching pairs (ppt)

**c. Expected outcomes**

- Pupils can correctly say the vocabulary about the seasons and clothes in different seasons.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Matching pairs (ppt)** | | |
| - Tell pupils that they are going to find four pairs of pictures as quickly as possible.  - Stick the season pictures face down in the above row and the cloth pictures face down in the below row on the board.  - Divide the class into two teams. Invite one pupil from team 1 or 2 to play the game by selecting a picture from each line, turning them over. If two pictures are a matching pair, ask the pupil to say the words aloud. The pupil will get 1 point for their team if the matching is correct and he / she has correct pronunciation. And the pupil can continue to take another turn. If the cards do not make a match, ask the pupil to turn them face down again and invite another pupil to take the next turn.  - Let pupils play the game until all pairs have been matched. Play the game several times if there is enough time. | - Pupils listen to the teacher’s explanation.  - Pupils follow the teacher.  - Pupils play the game by selecting a picture from each line, turning them over to find matching pairs. Pupils play the game until all pairs have been matched. | Pictures (*spring/ a blouse; summer/ trousers; autumn/ jeans; winter/ a jumper*) |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To correctly repeat two sentences with falling intonation.

**b. Content**

- Activity 1. Listen and repeat.

**c. Expected outcomes**

- Pupils can correctly repeat two sentences with falling intonation.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Listen and repeat.** (Track 59) | | |
| **Step 1:** Have pupils point at Sentence **1** and play the recording for them to listen and repeat in chorus and individually until they feel confident. Correct their pronunciation, stress, rhythm and intonation where necessary. Repeat the same procedure with Sentence **2.**  **Step 2:** Let pupils work in pairs or groups to practise saying the sentences.  **Step 3:** Invite a few pupils to listen to and repeat the sentences. Praise them when they have good pronunciation, stress, rhythm and intonation.  **Extension:** Ask pupils to use other words to replace the noun *autumn* and *jeans* in the sentences, practise reading the new sentences aloud, and pay attention to the correct word stress and falling intonation. | - Pupils point at Sentence **1** and listen to the recording and repeat in chorus and individually. Pupils follow the teacher’s instructions with Sentence **2**.  - Pupils work in pairs or teams to practise saying the sentences.  - A few pupils listen to and repeat the sentences.  - Pupils use other words to replace the noun *autumn* and *jeans* in the sentences, practise reading the new sentences aloud. | Two sentences:  *It’s cloudy in autumn.⭨*  *I wear jeans in winter.⭨* |

**e. Assessment**

- Performance products: Pupils’ pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To listen and say four sentenceswith falling intonation.

**b. Content**

Activity 2. Listen and repeat. Pay attention to the intonation.

**c. Expected outcomes**

- Pupils can listen and say four sentenceswith falling intonation.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen and repeat. Pay attention to the intonation.** (Track 60) | | |
| **Step 1:** Tell pupils the goal of the activity. Explain that they have to listen to the recording and repeat, paying attention to the word stress and falling intonation. Check comprehension.  **Step 2:** Play the recording, once or twice, for pupils to listen and repeat until they feel confident enough to say these sentences by themselves.  **Step 4:** Invite a few pupils to say aloud these sentences. Correct their pronunciation and word stress where necessary. | - Pupils listen to the teacher’s explanation.  - Pupils listen to the recording, once or twice, and repeat.  - A few pupils say these sentences aloud. | Four sentences  **Audio script:**  **1.** It’s humid in spring. **2.** Dresses are perfect for today.  **3.** I wear trousers in summer.  **4.** Jackets are good for winter. |

**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 pronunciation, rhythm and intonation.

**b. Content**

- Activity 3. Let’s chant.

**c. Expected outcomes**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s chant.** (Track 61) | | |
| **Step 1:** Have pupils look at the pictures and identify the seasons and the outfits that the children are wearing.  **Step 2:** Have pupils read the first verse of the chant. Check comprehension.  **Step 3:** Play the recording of the first verse for pupils to follow in their books. Play the recording again, line by line, for pupils to listen and repeat. Draw their attention to the pronunciation, word stress, rhythm, and intonation. Encourage them to clap and do actions while chanting.  **Step 4:** Repeat **Steps 2** and **3** for the second verse of the chant.  **Step 5:** Play the recording all the way through for pupils to chant along and clap their hands in rhythm. | - Pupils look at the pictures and identify the seasons and the outfits that the children are wearing.  - Pupils read the first verse of the chant.  - Pupils listen to the recording of the first verse to follow in their books. Pupils listen to the recording again, line by line, and repeat. Pupils clap and do actions while chanting.  - Pupils follow the teacher’s instructions with the second verse of the chant.  - Pupils listen to the recording all the way through to chant along and clap their hands in rhythm. | - 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: Whisper (ppt)**

- Divide the class into two teams.

- Ask pupils to form two lines.

- Whisper a sentence to the first pupil from each team. Then they whisper the sentence into the ear of the pupil standing next to them. They continue whispering the sentence until the end of the line. The last pupil has to say it out loud.

E.g. Round 1: I wear a blouse in spring.

I wear a jumper in winter.

Round 2: I wear trousers in summer.

I wear jeans in autumn.

- The first pupil to say the correct sentence wins a point for their team.

- The team having more correct answers wins the game.

**\* Option 2: Game: Memory chain**

- Tell pupils they are going to remember the four sentences in a chain.

- Divide the class into two groups. Each group has eight pupils.

- Ask eight pupils from each group to take turns playing the game.

- Have Pupil A say the first sentence, then have Pupil B say the next sentence and so on.

e.g.

I wear a blouse in spring.

I wear a jumper in winter.

I wear trousers in summer.

I wear jeans in autumn.

- If a pupil forgets a sentence, the group must start from Pupil A again.

- The winning group is the first one to have all members finish speaking. Praise the winner.

*Thứ Ba ngày 1 tháng 4 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 16: SEASONS AND THE WEATHER**

**Lesson 2 - Period 4**

( Đã soạn lớp 5A**)**

Bổ sung :- Học sinh biết nói về mùa và thời tiết theo mùa.

- Hướng dẫn cho học sinh hoàn thành mục tiêu tiết học.

* Quan tâm sát sao đến học sinh còn chưa hoàn thành nội dung bài.

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 16: SEASONS AND THE WEATHER**

**Lesson 3 - Period 5**

( Đã soạn lớp 5A**)**

Bổ sung :- Hsinh chú ý gữ điệu của câu : xuống giọng

* Quan tâm sát sao việc sử dụng mẫu câu để hoàn thành bài.
* Chú ý rèn kĩ năng đọc đoạn cho học sinh còn chậm.

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**UNIT 16: MY PETS**

**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 *birds, cats, dogs, parrots, rabbits* and *goldfish* in relation to the topic "Pets"*.*  - use *some* and *many* to identify the quantity of pets;  - use *How many do you have? – I have \_\_\_.* to ask and answer questions about the quantity of pets;  - listen to and understand four communicative contexts in which pupils ask and answer questions about how many rabbits someone has and number the correct pictures;  - complete the four gapped exchanges with the help of picture cues;  - play the game *How many \_\_\_\_?* to review vocabulary and structure words related to the topic “Pets”. |
| **Corecompetencies:** | teamwork, motivation, adaptability, communication, initiative |
| **Generalcompetencies:** | Critical thinking: talk about one’s pet(s).  Oral communication: speak about one’s pet(s), ask and answer the questions.  Self-control & independent learning: perform learning tasks.  Communication and collaboration: work in pairs or groups.  Problem-solving and creativity: answer comprehension questions.  Sociability: talk to each other. |
| **Attributes:** | - Kindness: help partners to complete learning tasks.  - Diligence: complete learning tasks.  - Leadership: collaborate with teachers to enhance language skills. |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * - Student’s book Page 43 * - Audio Tracks 60 * - Teacher’s guide Pages 205, 206 * - Website *hoclieu.vn* * - Flash cards/ pictures and posters (Unit 16)   - Computer, projector, … |
| **III.PROCEDURE** | **Warm-up and review – Listen and number – Look, complete and read – Let’s play – Fun corner and wrap-up.** |

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| **Procedure** | **Teacher’s activities** | **Pupil’s activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:** Sing the song in *Unit 16, Lesson 1.*   * - Ask pupils to sing the song. * - Invite some of them to come to the board to role play, the rest of the pupils will sing.   **Option 2: Game: Trashcan** **basketball**   * - Divide the class into 2 or 4 teams. * - Have the teams take turns answering a vocabulary question. * For each correct answer, the team gets 1 point. Then, give that team a ball (a crumpled piece of paper also works). If the team can throw the ball into the trash can, that team is rewarded an extra point.   - Repeat until all vocabulary words have been tested! | Whole class  Individual work/ Group work |  |
| **PRACTICE**  **Activity 4. Listen and number.** 8 minutes | | |  |
| a. Goal: | To listen to and understand four communicative contexts in which pupils ask and answer questions about how many rabbits someone has and number the correct pictures. | |  |
| b. Input: | Picture cues:  **a.** one rabbit **b.** many rabbits **c.** four rabbits **d.** two rabbits  ***Audio script:***   * + 1. *Girl: How many rabbits do you have?*   *Boy: I have many.*   * + 1. *Girl: How many rabbits do you have?*   *Boy: I have some.*   * + 1. *Girl: How many rabbits do you have?*   *Boy: I have two.*   * + 1. *Girl: How many rabbits do you have?*   *Boy: I have one.* | |  |
| c. Outcome: | Pupils listen to and understand four communicative contexts in which pupils ask and answer questions about how many rabbits someone has and number the correct pictures.  Key: 1. b 2. c 3. d 4. a | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the pictures. Tell them about this activity. Elicit the number of rabbits in each picture and give feedback. Play the recording for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time for them to check their answers.  **Step 2:** 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.  **Step 3:** Play the recording again for pupils to double-check their answers.  **Step 4:** Check answers as a class. Play the recording again for the pupils to double-check their answers and correct their answers in pairs.  **Extension:** If time allows, play the recording sentence by sentence for the class to listen and repeat in chorus. Correct their pronunciation where necessary. | Whole class/ Individual work  Pair work/ Whole class  Whole class/ Individual work |  |
| **PRACTICE**  **Activity 5. Look, complete and read.** 9 minutes | | |  |
| a. Goal: | To complete the four gapped exchanges with the help of picture cues. | |  |
| b. Input: | Four picture cues and four incomplete exchanges to complete. | |  |
| c. Outcome: | Pupils can complete the four communicative contexts with the help of picture cues.  **Key: 1.** one **2.** two **3.** some **4.** many | |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures. Have them identify the pets in the pictures and their names.  **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 (one)*.* Then have them look at the picture and identify the quantity. Then have them complete the gap (*I have one.*).  **Step 4:** Follow the same procedure with Pictures **2**, **3** and **4.** Draw the pupils’ attention to two gaps in the dialogues **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/ Pair work |  |
| **PRODUCTION**  **Activity 6. Let’s play.** 8 minutes | | |  |
| a. Goal: | To play the game *How many \_\_\_\_?* to review vocabulary and structure words related to the topic “Pets”. | |  |
| b. Input: | – A picture showing pupils how to play the game.  – Speech bubbles *How many \_\_\_\_\_ do you have? - I have \_\_\_\_\_\_.* | |  |
| c. Outcome: | Pupils can play the game *How many \_\_\_\_?* to review vocabulary and structure words that they have learnt related to the topic “Pets”. | |  |
| d. Procedure: | **Step 1:** Tell pupils the goal of the game and how to play it. Ask them to look at the picture carefully, then listen to the questions to find the right answers.  **Step 2:** Invite a group of four to the front of the class to demonstrate the game. Two pupils compete as a pair in one round. A teacher asks the question *How many* \_\_\_\_\_\_\_\_\_ do *you have?* and the player who first correctly answers  *I have* \_\_\_\_\_\_\_\_*.* wins one point for his / her group.  **Step 3:** Give pupils time to play the game in groups of four. Go around the classroom during the activity and offer help where necessary.  **Extension:** Divide the class into two groups. Use the words in the game to get the groups to take turns asking and answering questions to identify things in a room. | Whole class/ Individual work  Group work  Group work |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Option 1: Game: Pass the ball**  - Divide the whole class into 3 teams.  - Each team has 1 sticky ball.  - Play the music, students in each team take turns to pass the ball around. When the music ends, 3 students who have the balls will stand up and tell how many pets they have, using the sentence models.  **Option 2: Game: Spin the wheel**  - Divide the class into teams.  - Teacher calls one pupil to answer the question.  (Invite 2 pupils from each team to ask and answer about pets, using the model sentences they have learnt in this lesson.)  - Pupils/ teachers click on the “spin” button to get points. | Group work    Group work |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**UNIT 16: MY PETS**

**Lesson 3 – Period 5**

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| **I. OBJECTIVES** | |
| **Language focus:** | By the end of the lesson, pupils will be able to:  - correctly pronounce the sound of the letter *o* in isolation, in the words *dog* and *goldfish* and in the sentences *Do you have any dogs?* and *How many goldfish do you have?*  - identify the target words dog and goldfish while listening  - say the chant with the correct rhythm and pronunciation |
| **Corecompetencies:** | motivation, adaptability, problem-solving, integrity, communication |
| **Generalcompetencies:** | Listening: listen and recognize the sounds, then repeat.  Oral communication: speak about one’s pet(s), ask and answer the questions.  Self-control & independent learning: perform listening tasks.  Communication and collaboration: work in pairs or groups. |
| **Attributes:** | Kindness: help partners to complete learning tasks.  Diligence: complete learning tasks.  Leadership: collaborate with teachers to enhance language skills. |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * - Student’s book Page 44 * - Audio Tracks 61, 62, 63   - Teacher’s guide Pages 207, 208   * - Website *hoclieu.vn*   - Flash cards/ pictures and posters (Unit 16)   * - Computer, projector, … |
| **III.PROCEDURE** | **Warm-up and review – Listen and repeat – Listen and circle – Let’s chant – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s activities** | **Pupil’s activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1: Sing the song** in *Unit 16, Lesson 1.*  - Ask pupils to sing the song.  - Invite some of them to come to the board to role play, the rest of the pupils will sing.  **Option 2: Game: Lucky number**  Review the previous lesson by having the class play the game lucky number, using the model sentences: *How many \_\_\_ do you have? / Do you have any \_\_\_?*  **Option 3:** **Game: Look and guess**  Reveal parts of the pets for pupils to guess what they are. Give points to pupils for each correct answer. | Whole class  Group work  Individual work/ Group work |  |

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| **KNOWLEDGE CONSTRUCTION**  **Activity 1. Listen and repeat.** 8 minutes | | |  |
| a. Goal: | To correctly repeat the sound of the letter **o** in isolation, in the words *dog* and *goldfish*, and in the sentences *Do you have any dogs?* and *How many goldfish do you have?* with the correct pronunciation and intonation. | |  |
| b. Input: | – The letter **o**, the word *dog* and the sentence *Do you have any dogs?*  – The letter **o**, the word *goldfish* and the sentence *How many goldfish do you have?* | |  |
| c.Outcome: | Pupils can correctly repeat the sound of the letter **o** in isolation, in the words *dog* and *goldfish*, and in the sentences *Do you have any dogs?* and *How many goldfish do you have?* with the correct pronunciation and intonation. | |  |
| d.Procedure: | **Step 1:** Draw pupils’ attention to the letter **o**, the word *dog* and the sentence *Do you have any dogs?* Play the recording and encourage pupils to point at the corresponding letter/ word/ sentence while listening.  **Step 2:** Play the recording again and encourage pupils to listen and repeat. Do this several times until pupils feel confident. Correct their pronunciation where necessary and praise them if their pronunciation is good.  **Step 3:** Repeat **Steps 1** and **2** for the letter **o** in the word *goldfish* and the sentence *How many goldfish do you have?* | Whole class/ Individual work |  |

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| **PRACTICE**  **Activity 2. Listen and circle.** 5 minutes | | |  |
| a. Goal: | To identify the target words dog and goldfish while listening. | |  |
| b. Input: | Two sentences for completion  ***Audio script:***  *1. How many goldfish do you have?*  *2. Do you have any dogs?* | |  |
| c. Outcome: | Pupils can identify the target words *dog* and *goldfish* while listening.  **Key: 1.** b **2.** a | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the sentences and the answer options. Tell them about the activity. Play the recording for pupils to listen. Play the recording again for them to do the task. Play the recording a third time for them to check the answers.  **Step 2:** Tell pupils to swap books with a partner, then check the answers as a class. Write the correct answers on the board for pupils to correct their answers.  **Step 3:** Play the recording again for pupils to double-check their answers.  **Extension:** Invite one or two pupils to stand up, listen and repeat the completed sentences. | Whole class/ Individual work  Pair work/  Whole class  Whole class/ Individual work |  |
| **PRACTICE**  **Activity 3. Let’s chant.** 8 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:** Draw pupils’ attention to the lyrics of the chant. Draw pupil’s attention to the sounds of the letter **o** in the words *dogs* and *goldfish*. Check comprehension.  **Step 2:** Play the recording all the way through. Encourage them to listen carefully to the rhythm and pronunciation.  **Step 3:** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.  **Step 4:** Play the recording all the way through for pupils to chant to. Encourage them to clap along while chanting.  **Extension:** Divide the class into two or more groups to take turns listening and repeating the chant while the rest of the class claps along. | Whole class/ Individual work  Group work  / Whole class |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Game:**  - Divide the class into teams.  - Pupils from each team choose a block by saying 2A, 4C, etc.  - Pupils ask and answer, using the model sentences in the lesson.  - If they have got the correct answer, they can open the block and get points.  - The team with more points is the winner. | Group work |  |

*Thứ Tư ngày 2 tháng 4 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**UNIT 16: MY PETS**

**Lesson 2 – Period 4**

( Đã soạn lớp 3C**)**

Bổ sung :- Quan tâm sát sao các đối tượng học sinh.

- Chú ý cách phát âm nhấn giọng trong câu cho học sinh

- Thực hành mẫu câu với hoạt động của bài học.

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**UNIT 16: MY PETS**

**Lesson 3 – Period 5**

( Đã soạn lớp 3C**)**

Bổ sung :- Quan tâm sát sao các đối tượng học sinh.

- Chú ý cách phát âm nhấn giọng trong câu cho học sinh

- Thực hành mẫu câu với hoạt động của bài học.

Tiết 3 : **Tiếng Anh** ( Lớp 5A)

**UNIT 16: SEASONS AND THE WEATHER**

**Lesson 3 - Period 6**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- read and show understanding of a paragraph by completing a table about the

weather and seasons in Viet Nam;

- write correct sentences about the weather and seasons and what people usually do in different seasons;

- present posters about pupils’ favourite seasons and the clothes they wear.

**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**

- Show their love and interest in the weather and seasons.

- Express their feelings about the weather of each season.

- Show their knowledge of choosing suitable clothes in different seasons.

**II. MATERIALS**

- Pupil’s book: Page 45

- Teacher’s guide: Pages 234, 235, 236

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 16)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the chant of Unit 10 on page 72.

**b. Content**

- Let’s sing.

**c. Expected outcomes**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Let’s sing.** (Track 55) | | |
| - Tell pupils they are going to sing the song and do the actions.  - Play the song for pupils to sing the song in chorus and clap along with the recording.  - Invite some groups to the front of the class and perform the song.  - Praise pupils to encourage their performance. | - Pupils listen to the teacher’s explanation.  - Pupils sing the song in chorus and clap along with the recording.  - Pupils come to the front of the class and perform the song. | The lyrics and the recording of the song *“How’s the weather in Ha Noi?”* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To read and show understanding of a paragraph by completing a table about the weather and seasons in Viet Nam.

**b. Content**

- Activity 4. Read and complete.

**c. Expected outcomes**

- Pupils can read and show understanding of a paragraph by completing a table about the weather and seasons in Viet Nam.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Read and complete.** | | |
| **Step 1:** Tell pupils the goal of the activity and explain that they should read the paragraph and complete the table provided. Check comprehension.  **Step 2:** Give an example with the first gap. Have pupils read the table, focusing on the seasons and the missing weather conditions in the north of Viet Nam; then quickly scan the paragraph above to find the correct words (*sunny and hot).* Tell them to complete the table and read their answers aloud.  **Step 3:** Set a time limit for pupils to do the task independently. Go around the class and offer help where necessary.  **Step 4:** Get pupils to swap books with a partner and check their answers before checking as a class. Correct any mistakes where necessary.  **Extension:** For advanced level, put the class into teams to turn the reading into two talks about the seasons and weather in the north and south of Viet Nam. For example, a. There are four seasons in the north of Viet Nam. They’re spring, summer, autumn and winter. The weather is different in seasons. In spring, it’s warm and humid. In summer, it’s sunny and hot. In autumn it’s cloudy and cool, and in winter it’s cold and dry.  b. There are two seasons in the south of Viet Nam, the dry season and the rainy season. The weather is different in seasons. In the dry season, it’s dry and cool. In the rainy season, it’s rainy and humid. | - Pupils listen to the teacher’s explanation.  - Pupils follow the teacher demonstrating the first gap. Pupils read the table, focusing on the seasons and the missing weather conditions in the north of Viet Nam; then quickly scan the paragraph above to find the correct words (*sunny and hot),* then complete the table and read them aloud.  - Pupils do the task independently.  - Pupils swap books with a partner and check their answers before checking as a class.  - Pupils work in teams to turn the reading into two talks about the seasons and weather in the north and south of Viet Nam. | - A paragraph about the weather and seasons in different parts of Viet Nam.  - A table with five gapped to complete  **\*Key:**  *1. sunny and hot*  *2. cool and cloudy*  *3. cold and dry*  *4. the dry season*  *5. the rainy season* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To write a paragraph about the local weather and typical outfits for each season.

**b. Content**

Activity 5. Let’s write.

**c. Expected outcomes**

- Pupils can write a paragraph about the local weather and typical outfits for each season.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Let’s write.** | | |
| **Step 1:** Tell the class the goal of the activity and explain that they should answer the questions based on the true facts. Tell pupils that they should write about 30 words.  **Step 2:** Give an example with Question 1: *There are only two seasons in Can Tho: the dry season and the rainy season.*  **Step 3:** Give pupils time to do the writing task independently. Go around the classroom and offer help where necessary.  **Step 4:** Get pupils to swap books with a partner and check their answers before checking as a class.  **Step 5:** Invite one or two pupils to stand up and read aloud their paragraphs. Give corrections and feedback where necessary. | - Pupils listen to the teacher’s explanation.  - Pupils follow the teacher demonstrating Question 1.  - Pupils do the writing task independently.  - Pupils swap books with a partner and check their answers before checking as a class.  - One or two pupils stand up and read aloud their paragraphs. | – Three guiding questions  – A guiding gapped paragraph  **Suggested answer:**  *I live in Can Tho, a city in the south of Viet Nam. There are only two seasons in my place: the dry season and the rainy season. In the dry season, it’s dry and cool. I usually wear summer outfits: shorts and a blouse or trousers and a T-shirt. In the rainy season, it’s rainy and humid. I usually wear jeans and a jacket.* |

**e. Assessment**

- Performance products: Pupil’s answer

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To present posters about pupils’ favourite seasons and the clothes they wear.

**b. Content**

- Activity 6. Project

**c. Expected outcomes**

- Pupils can present posters about pupils’ favourite seasons and the clothes they wear.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Project** | | |
| **Step 1:** Check pupils’ posters.  **Step 2:** Invite a pupil to present his / her posters with your help.  **Step 3:** Have pupils work in groups to present their posters*.* Go around the classroom and offer help where necessary.  **Step 4:** Organize a poster display to vote for the best posters and presenters. Have the class praise the presenters of the voted posters. | - Pupils show their posters.  - A pupil presents his / her poster with the teacher’s help.  - Pupils work in groups to present their posters*.*  - Pupils vote for the best posters and presenters. Pupils praise the presenters of the voted posters. | A picture of a girl presenting her posters showing her favourite season and her typical outfit  – Speech bubbles:  *My favourite season is \_\_\_\_. It’s \_\_\_\_. – I usually wear \_\_\_\_.*  **Suggested answer:**  *Hello, everyone! My name’s Long. I live in Nha Trang, a coastal city in the south of Viet Nam. There are only two seasons in my place: the dry season and the rainy season. My favourite season is the dry season. The weather is dry and cool. I usually wear summer outfits in this season. Look at my poster - l wear shorts when*  *I go swimming in the sea. And I wear jeans and a T-shirt when I take photos in the mountains. The dry season is really cool for me! Thank you for your listening. Your questions are welcomed!* |

**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: Circle the words**

- Divide the class into groups of three.

- Have each group take out one paper and two pens with different colors.

- Ask one pupil to write down the eight words of seasons and clothes in random order then give it to his / her friends.

- When he / she calls out one word (e.g. *summer*), the other two pupils try to circle that word as fast as possible.

- The pupil who circles more words wins.

- Have some groups demonstrate the activity in front of the class. Praise the winner.

**\* Option 2: Game: Rock, paper, scissors (ppt)**

- Ask pupils to give sentence structures about the weather in different seasons and clothes in different seasons. Write the sentence structures on the board.

- Tell pupils they are going to ask and answer questions about the weather in different seasons and clothes in different seasons.

- Put pupils into pairs.

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

e.g. Pupil A: *How’s the weather in spring?*

Pupil B: *It’s warm.*

Pupil A: *What do you usually wear in spring?*

Pupil B: *I wear a blouse.*

- Call a few pupils to perform in front of the class.

- Praise pupils to encourage their performance.

Tiết 4 : **Tiếng Anh** ( Lớp 5A)

**UNIT 17: STORIES FOR CHILDREN**

**Lesson 1 - Period 1**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about the main characters in a story.

- correctly say the characters in a story and use *Who are the main characters in the story?   
- They’re\_\_\_\_\_.* to ask and answer questions about the main characters in a story.

- use *Who are the main characters in the story? - They’re \_\_\_\_.* in a freer context.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about the main characters in a story correctly and fluently.

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

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

**3. Attributes**

- Show their pride in school things they have and great respect for other people’s school things by using appropriate gestures and intonation when asking and answering about school things.

**II. MATERIALS**

- Pupil’s book: Page 46

- Audio tracks 62, 63

- Teacher’s guide: Pages 237, 238, 239, 240

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 17)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To identify the names of the stories correctly.

**b. Content**

- Game: Match the names of the stories with the correct pictures (ppt)

**c. Expected outcomes**

- Pupils can identify the names of the stories correctly.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Guessing (ppt)** | | |
| - Tell pupils they are going to look at the picture and guess the name of a story.  - Show lots of colorful boxes on the screen. There is a picture behind them.  - Have pupils work in teams, choose the colours to make it disappear, then guess the story’s name. (Pupils can talk in Vietnamese if they cannot use English.)  - Praise pupils and give comments.  - Use these stories to lead into the new lesson. | - Pupils listen to the teacher’s explanation.  - Pupils follow the teacher demonstrating the game.  - Pupils work in teams, choose the colour boxes to guess the stories’ names. | Pictures (*Snow White and the seven dwarfs, The Ant and the Grasshopper, The Tortoise and the Hare, The Fox and the Crow*) |

**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 the main characters in a story.

**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 the main characters in a story.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 62) | | |
| **Step 1:** Have pupils look at Pictures **a** and **b** and guess what the characters are talking about. Pupils can use Vietnamese, then repeat their responses in English.  **Step 2:** Play the recording and encourage pupils to point at the characters while listening.  **Step 3:** Play the recording again, sentence by sentence, for pupils to listen, point to the sentences and repeat. Correct their pronunciation where necessary.  **Step 4:** Draw pupils’ attention to the question *Who are the main characters in the story?* and the answers *They’re Snow White and the seven dwarfs*. Explain that they are used to talk about the main characters in a story. | - Pupils look at Pictures **a** and **b** and guess what the characters are talking about.  - Pupils listen to the recording and 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. | Context **a:** Ben and Mai at the library *Ben:* Hi, Mai. What are you reading?  *Mai:* I’m reading a fairy tale. Context **b:** Ben and Mai talking about the story that Mai’s reading *Mai:* That sounds interesting. Who are the main characters in the fairy tale?  *Ben:* They’re Snow White and the seven dwarfs. |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To correctly say the characters in a story and use *Who are the main characters in the story? - They’re\_\_\_\_\_.* to ask and answer questions about the main characters in a story.

**b. Content**

Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can correctly say the characters in a story and use *Who are the main characters in the story? - They’re \_\_\_\_.* to ask and answer questions about the main characters in a story.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 63) | | |
| **Step 1:** Have pupils look at the pictures, say what they can see in the pictures and identify the main characters and / or the titles of the stories. If pupils use Vietnamese in their answers, have pupils repeat them in English.  **Step 2:** Play the first part of the recording for pupils to listen and repeat the characters’ names under the pictures, in chorus and individually, until they feel confident. Use the flash cards for *Snow White, the seven dwarfs, the ant, the grasshopper, the tortoise, the hare, the fox, the crow* to practise the words.  **Step 3:** Have pupils point at Picture **a**. Draw pupils’ attention to the speech bubbles and elicit the missing words in the answer (*Who are the main characters in the story? - They’re Snow White and the seven dwarfs.*) Play the next part of the recording a few times for pupils to repeat the sentences in both bubbles.  **Step 4:** Repeat **Step 3** with Pictures **b**, **c**, and **d**. Then let pupils practise asking and answering questions in pairs. Go around the classroom to offer help if necessary.  **Step 5:** Invite a few pairs to point at the pictures and ask and answer questions about the main characters in the stories. | - Pupils look at the pictures, say what they can see in the pictures and identify the main characters and the titles of the stories.  - Pupils listen to the first part of the recording and repeat the characters under the pictures in chorus.  - Pupils point at Picture **a**. Pupils look at the speech bubbles. Pupils listen to the next part of the recording a few times to repeat the sentences in both bubbles.  - Pupils follow the teacher’s instructions with Pictures **b**, **c**, and **d**. Pupils practise asking and answering questions in pairs.  - A few pairs point at the pictures and ask and answer questions about the main characters in a story. | - Picture and word cues:  **a.** Snow White and the seven dwarfs, and the words *Snow White, the seven dwarfs* **b.** The ant and the grasshopper, and the words *the ant, the grasshopper* **c.** The tortoise and the hare the words *the tortoise, the hare*  **d.** The fox and the crow, and the words *the fox, the crow*  *-* Speech bubbles: *Who are the main characters in the story? - They’re \_\_\_\_.*  **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 *Who are the main characters in the story? - They’re \_\_\_\_\_.* in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can use *Who are the main characters in the story? - They’re \_\_\_\_\_.* in a freer context.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s talk.** | | |
| **Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the main characters.  **Step 2:** Point at some characters (e.g. *the tortoise*) and elicit the answer in the second speech bubble (*They’re the tortoise and the hare.)* as an example.  **Step 3:** Put pupils into pairs to ask and answer questions about the characters in the stories. Go around and offer support where necessary.  **Step 4:** Invite a few pairs to the front of the classroom to ask and answer questions about the main characters in a story.  **Extension:** Have pupils brainstorm some other characters in pupils’s stories. For example, *the little red hen, Totto-chan, Cinderella, the very hungry caterpillar*. | - Pupils look at the picture and identify the main characters.  - Pupils follow the teacher demonstrating the example.  - Pupils work in pairs to ask and answer questions about the characters in the stories.  - A few pairs come to the front of the classroom to ask and answer questions about the main characters in a story.  - Pupils brainstorm some other characters in pupils' stories. | - Picture cue: A picture with different characters in four stories  - Speech bubbles:  Who are the main characters in the story? - *\_\_\_\_\_.*  **Suggested answer:**  *Who are the main characters in the story? - They’re* *the Tortoise and the hare*. |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

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

**\* Start preparing for the Project:** Tell pupils about the project on page 51. Ask them to spend time at home.

selecting a story and making stick puppets to tell the story with. They will tell the story in front of the class at Project time.

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

- Prepare some cards (*Snow White, the seven dwarfs, the ant, the grasshopper, the tortoise, the hare, the fox, the crow*).

- Divide the class into two groups.

- Have pupils from each group stand in a line.

- Give the first pupil of each group a card and say “Go.”

- The pupils say the given words and pass the cards over their heads to the ones behind them.

- Have groups continue the game until their card reaches the last person.

- The last pupil in each line races to hand their card to the teacher and says the word.

- Give the first group to name their card correctly one point.

- The group that gets more points wins.

**\* Option 2: Game: Who’s faster?**

- Divide the class into groups.

- Arrange the flash cards about the main characters on the board, e.g. *Snow White, the seven dwarfs, the ant, the grasshopper, the tortoise, the hare, the fox, the crow*.

- Invite a pupil from each group to go to the board.

- Teacher says a word and the pupils run to tap the right card. Give points for them.

- The group with more points wins the game.

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 16: SEASONS AND THE WEATHER**

**Lesson 2 - Period 4**

( Đã soạn lớp 5A**)**

Bổ sung :- Học sinh biết nói về mùa và thời tiết theo mùa.

- Hướng dẫn cho học sinh hoàn thành mục tiêu tiết học.

* Quan tâm sát sao đến học sinh còn chưa hoàn thành nội dung bài.

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 16: SEASONS AND THE WEATHER**

**Lesson 3 - Period 5**

( Đã soạn lớp 5A**)**

Bổ sung :- Hsinh chú ý gữ điệu của câu : xuống giọng

* Quan tâm sát sao việc sử dụng mẫu câu để hoàn thành bài.
* Chú ý rèn kĩ năng đọc đoạn cho học sinh còn chậm.

*Thứ Năm ngày 3 tháng 4 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 16: SEASONS AND THE WEATHER**

**Lesson 3 - Period 6**

( Đã soạn lớp 5A**)**

Bổ sung:- Học sinh biết viết một đoạn ngắn về nội dung bài học.

- Quan tâm sát sao việc sử dụng mẫu câu để hoàn thành bài.

- Quan tâm sát sao các đối tượng học sinh.

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 17: STORIES FOR CHILDREN**

**Lesson 1 - Period 1**

( Đã soạn lớp 5A**)**

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

- Lưu ý các mẫu câu hỏi về các nhân vật trong câu truyện.

- Lưu ý kĩ năng đọc hiểu cho học sinh.

*Thứ Sáu ngày 4 tháng 4 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 16: SEASONS AND THE WEATHER**

**Lesson 3 - Period 6**

( Đã soạn lớp 5A**)**

Bổ sung:- Học sinh biết viết một đoạn ngắn về nội dung bài học.

- Quan tâm sát sao việc sử dụng mẫu câu để hoàn thành bài.

- Quan tâm sát sao các đối tượng học sinh.

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 17: STORIES FOR CHILDREN**

**Lesson 1 - Period 1**

( Đã soạn lớp 5A**)**

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

- Lưu ý các mẫu câu hỏi về các nhân vật trong câu truyện.

- Lưu ý kĩ năng đọc hội thoại cho học sinh.

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**UNIT 16: MY PETS**

**Lesson 3 – Period 6**

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| --- | --- |
| **I. OBJECTIVES** | |
| **Language focus:** | By the end of the lesson, pupils will be able to:  - read and complete a target paragraph using the four words provided;  - read, understand and complete a gapped text about pets;  - use the target language items they have learnt in a real context by showing the photos of their pets and telling the class about them. |
| **Corecompetencies:** | motivation, adaptability, problem-solving, integrity, communication |
| **General competencies:** | Self-control & independent learning: perform learning tasks.  Communication and collaboration: work in pairs or groups. |
| **Attributes:** | Kindness: help partners to complete learning tasks.  Diligence: complete learning tasks.  Leadership: collaborate with teachers to enhance language skills. |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * - Student’s book Page 45 * - Teacher’s guide Pages 208,209 * - Website *hoclieu.vn* * - Flash cards/ pictures and posters (Unit 16)   - Computer, projector, … |
| **III.PROCEDURE** | **Warm-up and review – Read and complete – Let’s write – Project – Fun corner and wrap-up** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupil’s activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:** Sing the song in *Unit 16, 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 the chant in *Unit 16, Lesson 3*  - Ask pupils to chant  - Give points to the groups and encourage them  **Option 3: Game: Slap the board** | Whole class  Group work  Individual work/ Group work |  |

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| **PRACTICE**  **Activity 4. Read and complete.** 8 minutes | | | |
| a. Goal: | To read and complete a target paragraph using the four words provided. | |  |
| b. Input: | * - Words in the box: *and, do, have* and *many* * - A gapped paragraph | |  |
| c. Outcome: | Pupils can read the target paragraph and complete it using the four words provided.  **Key: 1.** many **2.** have **3.** and **4.** do | |  |
| d. Procedure: | **Step 1:** Tell pupils about this activity. Tell pupils how to complete the task: They should read the gapped paragraph in silence, and look at the four words provided in order to complete the sentences.  **Step 2:** Give pupils time to do the task individually. Go around the classroom to offer support where necessary.  **Step 3:** Get pupils to swap and correct their answers with a partner. Then check answers as a class. Write the correct answers on the board for pupils to correct their answers. | Whole class  Individual work  Pair work/  Whole class |  |
| **PRODUCTION**  **Activity 5. Let’s write.** 9 minutes | | | |
| a. Goal: | To read, understand and complete a gapped text about pets. | |  |
| b. Input: | A short gapped text | |  |
| c. Outcome: | Pupils can read, understand and complete the text with their own experiences. | |  |
| d. Procedure: | **Step 1:** Explain the goal of this activity. Tell pupils how to complete the task: They should read the gapped text, guess the missing information and complete it. Check comprehension and give feedback.  **Step 2:** Give the pupils time to do the task. Go around the classroom to offer help where necessary.  **Step 3:** In pairs or groups, ask pupils to swap their complete text.  **Step 4:** Invite a few pupils to stand up and read their writings aloud. | Whole class  Whole class  Pair work/  Group work  Individual work |  |
| **PRODUCTION**  **Activity 6. Project.** 8 minutes | | | |
| a. Goal: | To use the target language items they have learnt in a real context by showing the photos of their pets and telling the class about them. | |  |
| b. Input: | Some photos of the pets. | |  |
| c. Outcome: | Pupils can use the target language items they have learnt in a real context by showing the photos of their pets and telling the class about them. | |  |
| d. Procedure: | **Step 1:** Point at the prompt picture and explain what they should do to complete the project. **Step 2:** Prepare two photos to share with pupils. Point at one photo and say: *I have some \_.* and point at the other photo and say: *I have some \_\_\_\_.*  **Step 3:** Have pupils work in groups. Each pupil shares his/ her photos and says what pets he/ she has in the photos.  **Step 4:** Give the class time to complete the project. Go around the classroom to monitor and offer support.  **Step 5:** Invite some pupils to the front of the class to present the photos.  **Note:** If there isn’t enough time, set the project as homework and check it in the next lesson. | Whole class/ Individual work  Group work  Individual work  Individual work/  Whole class  Individual work |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Option 2:** **Game: Noughts and crosses**  - Divide the class into 2 teams.  - Each team chooses a number and answers the questions in relevant number(s).  - Each player takes a turn to add either an O or a X to the board. The first player to line up three of their symbols in a row wins.  **Option 3: Sentence Puzzle**   * - Divide the class into groups of four.   - Give each group a sentence that is broken/ cut into pieces.  - Ask them to arrange them to make a complete sentence, then read it aloud.   * The group that makes it first will be the winner. | Group work  Group work |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**UNIT 17: OUR TOYS**

**Lesson 1 – Period 1**

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| **I. OBJECTIVES:** | |
| **Language:** | By the end of the lesson, pupils will be able to:  - use the words *car, kite, train, plane* in relation to the topic “*Our toys”;*  - understand and correctly repeat the sentences in two communicative contexts (pictures) to identify someone’s toys;  - correctly say the words and use *He / She has \_\_\_\_\_\_.* to identify someone’s toys;  - enhance the correct use of *He / She has \_\_\_\_\_.* to identify someone’s toys in a freer context. |
| **Core competencies:** | teamwork, work standards, communication |
| **General competences:** | Listening: listen and recognize the toys, then repeat.  Critical thinking: talk about toys.  Oral communication: speak about toys, ask and answer the questions.  Communication and collaboration: work in pairs or groups. |
| **Attributes:** | Kindness: help partners to complete learning tasks.  Diligence: complete learning tasks.  Leadership: collaborate with teachers to enhance language skills. |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * - Student’s book Page 46 * - Audio Tracks 64, 65 * - Teacher’s guide Pages 210, 211, 212 * - Website *hoclieu.vn* * - Flash cards/ pictures and posters (Unit 17) * - Computer, projector, … |
| **II.PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up.** |

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| --- | --- | --- | --- | --- |
| **Procedure** | ***Teacher’s activities*** | **Pupils’ activities** | **Note** | |
| **Warm-up and review:** 5 minutes | | | |  | |
|  | Greet the class.  **Option 1:** Sing the chant on page 44.  - Ask pupils to chant the song.  - Invite some of them to come to the board to role play, the rest of the pupils will sing.  **Option 2: Game: Animals quiz**  Review the previous lesson by having the class play the game, using the words: *bird, parrot, cat, dog, fish, elephant, duck, rabbit.*  **Step 1:** Divide the class into 4 teams.  **Step 2:** Invite 1 pupil to go to the board, choose an animal and say aloud. The one who can make it will have 3 points.  **Step 3:** Encourage pupils to join in the game.  **Step 4:** Give points to pupils. | Whole class  Group work |  | |

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| **EXPLORATION Activity 1. Look, listen and repeat.** 8 minutes | | | |
| a. Goal: | To understand and correctly repeat the sentences in two communicative contexts (pictures) to identify someone’s toys. | |  |
| b. Input: | – Context **a**: Lucy: *My brother has a car*. Ben: *Wow, I like cars!*  – Context **b**: Ben: *My sister has two dolls*. Lucy: *Wow, I like dolls!* | |  |
| c. Outcome: | Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) to identify someone’s toys. | |  |
| 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 Picture **a**. Play the recording for them to listen.  **Step 3:** Play the recording again for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.  **Step 4:** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.  **Step 5:** Draw pupils’ attention to the sentences *My brother has a car. / My sister has two dolls.* Tell pupils that they are used to identify someone’s toys. | Whole class  Whole class  Whole class  Pair work  Whole class/ Individual work |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.** 9 minutes | | | |
| a. Goal: | To correctly say the words and use *He / She has \_\_\_\_\_.* to identify someone’s toys. | |  |
| b. Input: | – Picture cues: **a**. a boy and a car **b**. a girl and a kite  **c**. a boy and two trains **d**. a girl and three planes  – Speech bubble: *He / She has \_\_\_\_\_.*  **Audio script:**  ***a.*** *a car* ***b.*** *a kite* ***c.*** *trains* ***d.*** *planes*  *He has a car.* | |  |
| c. Outcome: | Pupils can correctly say the words and use *He / She has \_\_\_\_\_.* to identify someone’s toys. | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to Pictures **a** to **d**. Elicit the character and the quantity of toys in each picture. Draw pupils’ attention to the plural form of toys in Pictures **c** (trains) and **d** (planes). Check comprehension. Ask pupils to listen to the recording and repeat the words for the toys several times until they feel confident.  **Step 2:** Put pupils into pairs. Tell them to point at the pictures and say the names for the toys in the pictures.  **Step 3:** Draw pupils’ attention to the speech bubble. Remind them that *He / She has \_\_\_.* is used to identify someone’s toys. Ask pupils to look at the bubble and Picture **a**. Play the recording for them to listen to and repeat the sentence several times. Repeat the same procedure with the other three pictures.  **Step 4:** Get them to talk about someone’s toys using the speech bubble and picture cues. Go around the classroom to offer support.  **Step 5:** Invite a few pupils to come to the front of the classroom and talk about someone’s toys. If they perform well, praise them.  **Game: Listen and choose A or B.**  **Step 1:** Divide the class into four teams.  **Step 2:** Invite each pupil from the teams to go to the board, then listen and choose the correct answer. The fastest one with the correct answer gets points for their team.  **Step 3:** Encourage pupils take part in the game.  **Step 4:** Give points to pupils. | Whole class  Pair work  Whole class/  Individual  work  Whole class/  Individual  work  Individual  work  Group work |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | |  |
| a. Goal: | To enhance the correct use of *He / She has \_\_\_\_\_.* to identify someone’s toys in a freer context. | |  |
| b. Input: | – Picture cue: A girl and a boy are playing with some toys.  – Speech bubble: *He / She has \_\_\_\_\_.* | |  |
| c. Outcome: | Pupils can enhance the correct use of *He / She has \_\_\_\_\_.* to identify someone’s toys in a freer context. | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context *(see Input)*. Have pupils look at the bubble to understand how the sentence pattern is used.  **Step 2:** Have pupils practise identifying someone’s toys in pairs. Make sure pupils understand the structure and say them with the right pronunciation and intonation. Go around the classroom to observe and provide help if necessary.  **Step 3:** Invite some pupils to practise identifying someone’s toys in front of the class. Praise them if they perform well.  **Game: Who says fast?**   * Divide the class into four teams. * Each team has one pupil comes to the board, look at the picture, then read the sentence by choosing a word to fill in the blank. * Who can say it fast will get points for the teams.   **Preparation for the project:**  Tell pupils about the project on page 51. Ask them to prepare it at home by making paper toys and bring their work to class to present it at Project time. In Lesson 2, Period 4, remind pupils again of what they need to prepare for the project. | Whole class/ Individual work  Pair work  Individual work/  Whole class  Group work |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Option 1:**  Use *hoclieu.vn*, have pupils look at the words in the picture of Activities 1, 2 and repeat after the recordings to consolidate the lesson.  **Option 2: Game: Guessing game**  **Step 1:** Divide the class into 4 teams.  **Step 2:** Invite 1 pupil from each team to come to the front and say aloud the answer. If correct, give points to the teams.  **Step 3:** Encourage pupils to practise speaking English.  **Step 4:** Give points to pupils. | Whole class  Group work |  |

**Buổi chiều**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**UNIT 16: MY PETS**

**Lesson 3 – Period 6**

( Đã soạn lớp 3C**)**

Bổ sung :- Sử dụng được mẫu câu để giao tiếp theo tình huống.

- Đọc hiểu và thực hành được mẫu câu .

- Quan tâm đến học sinh thực hành còn chậm

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**UNIT 17: OUR TOYS**

**Lesson 1 – Period 1**

( Đã soạn lớp 3B**)**

Bổ sung :- Quan tâm sát sao các đối tượng học sinh.

- Chú ý cách phát âm nhấn giọng trong câu cho học sinh

- Học sinh luyện nhiều kĩ năng đọc hiểu nội dung bài.

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