**-KẾ HOẠCH BÀI DẠY** **TUẦN 29 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  7/4 | Sáng | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| Chiều | 1 |  |  |  |
| 2 |  |  | NGHỈ GIỖ TỔ |
| 3 |  |  |  |
| Ba  8/4 | Sáng | 1 | 5B | T.Anh | Unit 17 : Stories for children - Lesson 1  - Activity 4 - 6 |
| 2 | 5B | T.Anh | Unit 17 : Stories for children - Lesson 2  - Activity 1 - 3 |
| 3 | 3B | T.Anh | Unit 17 : Our toys- Lesson 1 - Activity 4 - 6 |
| 4 | 3B | T.Anh | Unit 17 : Our toys- Lesson 2 - Activity 1 - 3 |
| Chiều | 1 | 5C | T.Anh | Unit 17 : Stories for children - Lesson 1  - Activity 4 - 6 |
| 2 | 5C | T.Anh | Unit 17 : Stories for children - Lesson 2  - Activity 1 - 3 |
| 3 |  |  |  |
| Tư  9/4 | Sáng | 1 | 3A | T.Anh | Unit 17 : Our toys- Lesson 1 - Activity 4 - 6 |
| 2 | 3A | T.Anh | Unit 17 : Our toys- Lesson 2 - Activity 1 - 3 |
| 3 | 5B | T.Anh | Unit 17 : Stories for children - Lesson 2  - Activity 4 - 6 |
| 4 | 5B | T.Anh | Unit 17 : Stories for children - Lesson 3  - Activity 1 - 3 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Năm  10/4 | Sáng | 1 | 3B | T.Anh | Unit 17 : Our toys- Lesson 2 - Activity 4 - 6 |
| 2 | 3B | T.Anh | Unit 17 : Our toys- Lesson 3 - Activity 1 - 3 |
| 3 | 5A | T.Anh | ***-Soạn, dạy bù tiết 1 chiều thứ 2 (Giỗ tổ )***  Unit 17 : Stories for children - Lesson 2  - Activity 4 - 6 |
| 4 | 5A | T.Anh | ***-Soạn, dạy bù tiết 2 chiều thứ 2 (Giỗ tổ )***  Unit 17 : Stories for children - Lesson 3  - Activity 1 - 3 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| Sáu  11/4 | Sáng | 1 | 5C | T.Anh | Unit 17 : Stories for children - Lesson 2  - Activity 4 - 6 |
| 2 | 5C | T.Anh | Unit 17 : Stories for children - Lesson 3  - Activity 1 - 3 |
| 3 | 3A | T.Anh | Unit 17 : Our toys- Lesson 2 - Activity 4 - 6 |
| 4 | 3A | T.Anh | Unit 17 : Our toys- Lesson 3 - Activity 1 - 3 |
| Chiều | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

*Thứ Hai ngày 7 tháng 4 năm 2025*

**Buổi chiều**

**NGHỈ GIỖ TỔ HÙNG VƯƠNG 10.3**

*Thứ Ba ngày 8 tháng 4 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5B)

**UNIT 17: STORIES FOR CHILDREN**

**Lesson 1 - Period 2**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- listen to and understand three statements about the main characters in stories and circle the correct answers.

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

- review the target vocabulary and structures related to the topic *“Stories for children”*   
by playing the game *Who am I?*

**2. Competences**

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

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

**3. Attributes**

- Show their 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 47

- Audio track 64

- Teacher’s guide: Pages 240, 241, 242

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 17)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the sentence structures *Who are the main characters in the story? - They’re\_\_\_\_\_.*

**b. Content**

- Game: Hidden picture (ppt)

**c. Expected outcomes**

- Pupils can correctly remember and say the sentence structures *Who are the main characters in the story? - They’re\_\_\_\_\_.*

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Hidden picture (ppt)** | | |
| - Tell pupils that they are going to choose a hidden picture, then ask and answer a question about the main characters in a story.  - Divide the class into two groups.  - Have pairs of pupils from each group take turns playing the game.  - If they ask and answer correctly, they will get points for their group.  - The group with more points wins. Praise the winner. | - Pupils listen to the teacher’s explanation.  - Pupils work in two groups.  - Pairs of pupils take turns playing the game. | Sentence structures:  *Who are the main characters in the story?  - They’re\_\_\_\_\_.*  Pictures of stories (*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: PRACTICE** (5 minutes)

**a. Objectives**

- To listen to and understand three statements about the main characters in stories and circle the correct answers to complete the sentences.

**b. Content**

- Activity 4. Listen and circle.

**c. Expected outcomes**

- Pupils can understand three statements about the main characters in stories and circle the correct answers.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and circle.** (Track 64) | | |
| **Step 1:** Draw pupils’ attention to the pictures and ask questions such as *What do you see?* to elicit the characters in the pictures. For example, *the fox, the crow, the hare, the tortoise, the ant,* and *the grasshopper.*  **Step 2:** Play the recording all the way through. Then play it again for pupils to listen and circle the correct answers.  **Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class. Have pupils explain the answers by asking questions, for example, *Who are the main characters in the story?, Does Ben like the grasshopper?*  **Extension (For advanced level):** Have pupils continue the story Bill is writing in recording **3**. For example*, One day, the tiny ant met a clever fox. They played together. They became good friends. Size didn’t matter*. | - Pupils look at the pictures and answer questions.  - Pupils listen to the recording all the way through. Then pupils listen to it again and circle the correct answers.  - Pupils swap books with a partner and check their answers before checking as a class. Pupils explain the answers by answering the teacher’s questions.  - Pupils continue the story Bill is writing in recording **3**. | Three gapped sentences, each with two picture options showing different storybook characters  **Audio script:**  1. Linh is reading a story. The main characters in the story are the tortoise and the hare.  2. Ben is reading *The Ant and the Grasshopper*. He likes the ant. He doesn’t like the grasshopper.  3. Bill is writing a story. The main characters in his story are the ant and the fox.  \* **Key:** *1. b; 2. a; 3. a* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

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

**a. Objectives**

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

**b. Content**

Activity 5. Read and complete.

**c. Expected outcomes**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Read and complete.** | | |
| **Step 1:** Model the first gapped exchange. Have pupils read the dialogue and guess the missing words, for example, the name of a character.Then draw pupils’ attention to the picture and elicit the word to fill in the gap (*Snow White*).  **Step 2:** Give pupils a time limit to complete the gapped in Exchanges **2, 3,** and **4** independently. Go around the classroom and 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. Check the answers. Ask questions to have pupils explain why they choose the answers. For example, for Picture **2**, ask *Why do you choose the Tortoise?* (The picture is the story “The Tortoise and the Hare”). | - Pupils follow the teacher demonstrating the example. Pupils read the dialogue and guess the missing words.  - Pupils complete the gaps in Exchanges **2, 3,** and **4** 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 explain why they choose the answers. | - Four picture cues  - Four gapped exchanges to complete  **\* Key:**  *1. Snow White*  *2. tortoise*  *3. ant, character / one*  *4. reading, fox* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To review the target vocabulary and structure related to the topic *“Stories for children”* by playing the game *Who am I?*

**b. Content**

- Activity 6. Let’s play.

**c. Expected outcomes**

- Pupils can play the game *Who am I?* to revise the target vocabulary and structure items learnt in Lessons 1 and 2.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Let’s play.** | | |
| **Step 1:** Divide the class into 8 or 10 groups. Each group pretends to be one character and prepares one or two sentences about the character. Use the illustration as an example to demonstrate how to play the game.  **Step 2:** Each group reads the sentence aloud and the other groups guess what character it is. The groups raise their hands to get a turn to answer. The group with the correct answer gets one point.  **Step 3:** After 4 minutes, the group with the most points is the winner.  **Step 4:** Get pupils to play the game in pairs. | - Pupils work in 8 or 10 groups. Each group pretends to be one character and prepares one or two sentences about the character.  - Pupils follow the teacher’s instructions.  - Pupils play the game in pairs. | An illustration of a class playing *Who am I?*  One pupil gives a clue: I won the race with the hare. Who am I?, another pupil answers: You are the tortoise.  **Suggested answer:** *I am a good cook. I cook food for seven short men. Who am I? – You are Snow White.*  *I am clever. I took the meat from the crow. Who am I?  – You are the fox.*  *I didn’t win the race with the tortoise. Who am I?  – You are the hare.* |

**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: Pictionary (ppt)**

- Invite a pupil to come to the front of the class and whisper the name of a

character he/she has to draw.

E.g. *Snow White, the seven dwarfs, the ant, the grasshopper, the tortoise, the hare, the fox, the crow*

- The pupil draws the picture on the board for the rest of the class to guess what it is.

- The first pupil to guess the character correctly comes to the front of the class to draw the next picture.

- Repeat until all of the target vocabulary has been used.

**\* Option 2: Game: Musical cards**

- Bring a selection of pictures relating to the main characters to the class (*Snow White, the seven dwarfs, the ant, the grasshopper, the tortoise, the hare, the fox, the crow*). Hand them out to different pupils around the class.

- Play some lively music and ask pupils to pass them around to each other while the music is playing. It doesn’t matter if there is not a picture for every pupil.

- Stop the music suddenly and pupils should stop passing the cards. Ask them to look at the card nearest them and say what it is.

- Play the music and continue in the same way.

Tiết 2 : **Tiếng Anh** ( Lớp 5B)

**UNIT 17: STORIES FOR CHILDREN**

**Lesson 2 - Period 3**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

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

- correctly say the words for characters *cook well, work hard, run fast* and *sing beautifully* and use *How did he / she \_\_\_\_\_? - He / She \_\_\_\_.* to ask and answer questions about a character in a story;

- use *Who are the main characters in the story? – He / She \_\_\_\_. Which character do you like? – I \_\_\_\_.* and *How did \_\_\_\_\_? - \_\_\_\_\_.* in a freer context.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about a character 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 love and interest in reading books, especially Vietnamese fairy tales.

- Recognise what the character is like.

**II. MATERIALS**

- Pupil’s book: Page 48

- Audio tracks 65, 66

- Teacher’s guide: Pages 242, 243, 244

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 17)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

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

**b. Content**

- Game: Car Racing. (ppt)

**c. Expected outcomes**

- Pupils can correctly say sentence structures *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** |
| **Game: Car Racing (ppt)** | | |
| - Ask pupils to work in teams.  - Ask them to choose a number from 1 to 5.  - Ask them to look at the picture, read the question aloud and give the answer.  - Click the car to move it forward if the team gives the correct answer and makes questions loudly. | - Pupils work in teams.  - Pupils choose a number.  - Pupils look at the picture, read the question aloud and give the answer. | Pictures of *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’ answers

- 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 a character in a story.

**b. Content**

- Activity 1. Look, listen and repeat.

**c. Expected outcome**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 65) | | |
| **Step 1:** Ask pupils to look at Pictures **a** and **b**, identify the characters and predict who they are talking about.  **Step 2:** Play the recording for them to listen and check the predictions. **Step 3:** Play the recording again, encourage pupils and point at the characters while listening.  **Step 4:** Play the recording again, sentence by sentence, for pupils to listen, point at the sentences and repeat. Correct their pronunciation where necessary.  **Step 5:** Draw pupils’ attention to the question *How did she cook?* and the answer *She cooked very well.* Explain that they are used to talk about the main characters in a story.  **Extension:** Write two or three sentences in the conversation, delete one word in each sentence. For example, *Do you \_\_\_\_ Snow White? She \_\_\_\_ very well.* Ask pupils to listen again and fill in the blanks. | - Pupils look at Pictures **a** and **b**, identify the characters and predict who they are talking about.  - Pupils listen to the recording and check the prediction. - Pupils listen to the recording again and point at the characters while listening.  - Pupils listen to the recording again, sentence by sentence, point to the sentences and repeat.  - Pupils look at the question and the answer and listen to the teacher’s explanation.  - Pupils follow the teacher’s instructions. Pupils listen again and fill in the blanks. | - Context **a**: Mary and Minh talking about Snow White in the playground  Mary: *Do you like Snow White?* Minh: *Yes, I do. She was kind. She cooked meals every day for the seven dwarfs.* Context **b**: Mary asking about how Snow White cooked  Mary: *How did she cook?* Minh: *She cooked very well.* |

**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 words for characters and use *How did \_\_\_\_\_? - He / She \_\_\_\_.* to ask and answer questions about a character in a story.

**b. Content**

Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can correctly say words for characters and use *How did \_\_\_\_\_? - He / She \_\_\_\_.* to ask and answer questions about a character in a story.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 66) | | |
| **Step 1:** Ask pupils to look at Pictures **a, b, c**, and **d** and describe what they can see in each picture.  **Step 2:** Play the first part of the recording for pupils to listen to and repeat the words, in chorus and individually, until they feel confident. Use the flash cards for *cook well, work hard, run fast,* and *sing beautifully* to practise the phrases. Tell pupils about the meaning of the adverbs of manners.  **Step 3:** Draw pupils’ attention to the speech bubbles and elicit the missing words in the question and answer by pointing at Picture **a**. Ask pupils to look at the picture and choose the correct word *he* or *she* in the speech bubbles. Play the next part of the recording for pupils to listen to and repeat the sentences in both bubbles a few times. Tell pupils how the verbs changed in the answers, e.g. *cooked, worked, ran, sang.* Repeat the same procedure with Pictures **b**, **c**, and **d**.  **Step 4:** Let pupils point at the pictures and say the sentences in pairs. Go around the classroom to offer help where necessary.  **Step 5:** Invite a few pairs to act out the exchanges in front of the class. **Note:** Tell pupils that in stories, personification is used, so animals are called *he* or *she*. | - Pupils look at Pictures **a, b, c**, and **d** and describe what they can see in each picture.  - Pupils listen to the first part of the recording and repeat the words in chorus and individually. Pupils follow the teacher’s explanation.  - Pupils look at the picture and choose the correct word *he* or *she* in the speech bubbles. Pupils listen to the recording and repeat the sentences in both bubbles a few times.  Pupils follow the teacher’s explanation.  - Pupils point at the pictures and say the sentences in pairs.  - A few pairs act out the exchanges in front of the class. - Pupils listen to the teacher’s explanation. | - Picture and word cues:  **a.** Snow White cooking, and the words *she / cook / cook well*  **b.** The ant working, and the words *he /* *work* / *work hard*  **c.** The hare running a race, and the words *he / run* */ run fast*  **d.** The crow singing, and the words *he / sing* */* *sing beautifully*  - Speech bubbles*: How did \_\_\_\_\_? - He / She \_\_\_\_.*  **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? – He / She \_\_\_\_. Which character do you like? – I \_\_\_\_.* and *How did \_\_\_\_\_? - He / She\_\_\_\_\_.* 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? – He / She \_\_\_\_. Which character do you like? – I \_\_\_\_.* and *How did \_\_\_\_\_? - He / She \_\_\_\_\_.* in a freer context.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s talk.** | | |
| **Step 1:** Ask pupils to look at the picture and elicit the titles of the stories and the names of the main characters. Remind pupils that *How did \_\_\_\_\_?* and – *He / She* \_\_\_. are used to ask and answer questions about how someone did something.  **Step 2:** Demonstrate the conversation with one pupil in front of the class using the three suggested question structures in the speech bubbles.  **Step 3:** Give pupils time to work in pairs and take turns pointing at the pictures and asking and answering questions about a character in a story.  **Step 4:** Invite a few pairs to come to the front of the classroom and act out the exchanges. | - Pupils look at the picture and elicit the titles of the stories and the names of the main characters. Pupils follow the teacher’s explanation.  - Pupils work in pairs and take turns pointing at the pictures. Pupils ask and answer questions about a character in a story.  - A few pairs come to the front of the classroom and act out the exchanges. | - Picture cues: a picture for prompting four storybook characters: Snow White, the crow, the ant and the hare - Speech bubbles:  *Who are the main characters in the story?  – He / She \_\_\_\_.*  *Which character do you like? – I \_\_\_\_.*  *How did \_\_? - He / She*  **Suggested answers:** Who are the main characters in the story? – They’re the hare and the tortoise.  Which character do you like? – I like the hare.  How did the hare run in the race? – He ran fast. |

**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: Flash card walk**

- Place several flash cards (*cook well, word hard, run fast, sing beautifully*, …) on the classroom floor.

- Divide the class into two groups.

- Have pupils from each group come up the front.

- Play some music and have the pupils walk around the flash cards.

- Stop the music and say the name of one flash card.

- Have the pupils pick up the correct flash card and make a question for another pupil to answer.

e.g. Pupil A: *Who are the main characters in the story?*

Pupil A invites another pupil of his/ her group to answer that question.

Pupil B:  *They’re the Fox and the Crow.*

- Give the first group to make a correct sentence at one point.

- The group with more points wins the game.

**\* Option 2: Game: Treasure Hunt (ppt)**

- Pupils work in teams.

- Read the riddle and raise their hands to answer.

- Give one point to the group with the correct answer.

- Praise pupils if they play the game well.

Tiết 3 : **Tiếng Anh** ( Lớp 3B)

**Unit 17: OUR TOYS**

**Lesson 1 – Period 2**

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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”;*  - listen to and understand four communicative contexts in which pupils identify someone’s toys and number the correct pictures.  - complete four target sentence patterns with the help of picture cues.  - sing the song *Their toys* with the correct pronunciation and melody. |
| **Corecompetencies:** | teamwork, work standards, communication |
| **Generalcompetences:** | 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 47   - Audio Tracks 66, 67  - Teacher’s guide Pages 212, 213   * - Website *hoclieu.vn* * - Flash cards/ pictures and posters (Unit 17)   - Computer, projector, … |
| **III.PROCEDURE** | **Warm-up and review – Listen and number – Look, complete and read – Let’s sing – Fun corner and wrap-up.** |

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| **Procedure** | **Teacher’s activities** | **Pupils’**  **activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:** Sing the song of *Unit 16 - Lesson 1*.  - Ask pupils to sing with the audio recording.  - Invite some of them to come to the board to sing and dance, the rest of the pupils will clap their hands.  **Option 2:** **Game: A letter to the Santa Claus**  Review the previous lesson by having the class play the game, using the words: *kite, car, plane, train.*  **Step 1:** Divide the class into 4 teams.  **Step 2:** Invite 1 pupil to go to the board, look at the picture, then say aloud what toy the boy wants for Christmas. The fastest pupil gets one point for his/ her team.  **Step 3:** Encourage pupils to join in the game.  **Step 4:** Give points to pupils. | Whole class  Group work |  |

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| **PRACTICE**  **Activity 4. Listen and number.** 8 minutes | | |  |
| a. Goal: | To listen to and understand four communicative contexts in which pupils identify someone’s toys and number the correct pictures. | |  |
| b. Input: | Picture cues: **a**. a girl holding a car  **b**. a girl holding a kite  **c**. a girl holding two planes  **d**. a girl holding two trains  ***Audio script:***  ***1.*** *She has a kite.*  ***2.*** *She has two trains.*  ***3.*** *She has two planes.*  ***4.*** *She has a car.* | |  |
| c. Outcome: | Pupils can listen to and understand four communicative contexts in which pupils identify someone’s toys and number the correct pictures.  **Key: 1.** b **2.** d **3.** c **4.** a | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the pictures. Elicit the toys the characters are holding in the pictures.  **Step 2:** Play the recording for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.  **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.  **Step 4:** Play the recording again for pupils to double-check their answers.  **Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary. If they repeat well, praise them.  **Game time: Listen and choose.**  - Divide the class into four teams.  - One pupil from each team comes to the board.  - Ask pupils to listen to the recording, then choose the correct picture.  - Who can choose the correct picture will have 2 points. The slower ones get 1 point. | Whole class  Whole class  Pair work/ Whole class  Whole class  Whole class  Group work |  |
| **PRACTICE**  **Activity 5. Look, complete and read.** 9 minutes | | | |
| a. Goal: | To complete four target sentence patterns with the help of picture cues. | |  |
| b. Input: | Four picture cues and four incomplete sentence patterns to complete. | |  |
| c. Outcome: | Pupils can complete four target sentence patterns with the help of picture cues.  **Key: 1.** car **2.** a kite **3.** He has **4.** has two | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the first picture. Ask them to identify the toy he has (*a car*).  **Step 2:** Write **1**. *He has a \_\_\_\_\_.* on the board. Draw pupils’ attention to the gap in the sentence and say what they have to do. Encourage pupils to complete the sentence. Go around the classroom and offer help. Give further support to those pupils who find it difficult to do the task. If necessary, ask a pupil to write the word *car* on the board before having them complete the answer.  **Step 3:** Give pupils time to complete Sentences **2,** **3** and **4** individually. Write each sentence on the board and check answers as a class.  **Step 4:** Invite a few pupils to stand up and read aloud the completed sentences. Correct their pronunciation where necessary.  **Guessing Game:**  **Step 1:** Divide the class into four teams.  **Step 2:** Invite each pupil from each team to come to the front and say aloud what they can see. The fastest students with the correct answer will get points for their team.  **Step 3:** Encourage pupils to take part in the game.  **Step 4:** Give points to pupils. | Whole class  Whole class/ Individual work    Whole class  Individual work  Group work |  |
| **PRACTICE**  **Activity 3. Let’s sing.** 8 minutes | | |  |
| a. Goal: | To sing the song *Their toys* with the correct pronunciation and melody. | |  |
| b. Input: | The lyrics and the recording of the song *Their toys* | |  |
| c. Outcome: | Pupils can sing the song *Their toys* with the correct pronunciation and melody. | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the pictures to reinforce their understanding.  **Step 2:** Play the recording all the way through for pupils to listen to the whole song. Encourage them to listen carefully to the pronunciation and the melody.  **Step 3:** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.  **Step 4:** Play the recording all the way through for pupils to sing along.  **Step 5:** Introduce actions for pupils to do while singing along with the recording.  **Extension:** Put pupils into groups to make up their own actions for the song. Invite groups to the front of the class to perform while the rest of the class sings and / or claps along. Encourage the class to praise or cheer the performers.  **Moving time: Sing and dance**  **Step 1:** Divide the class into 4 teams.  **Step 2:** Ask each team to stand up, then sing and dance. The team that sings and dances the most beautifully will get points.  **Step 3:** Encourage pupils to join in this activity.  **Step 4:** Give points to the teams. | Whole class/ Individual work  Group 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 pictures of the lesson and repeat after the recordings to consolidate the lesson.  **Option 2: Game: Sentence puzzle**  **Step 1:** Divide the class into 4 teams.  **Step 2:** Invite 1 pupil from each team to come to the front to look at the clues then rearrange the words in order to make a sentence. Have the pupil quickly say aloud the sentence. If it is correct, give points to that team.  **Step 3:** Encourage pupils to practise speaking English.  **Step 4:** Give points to pupils. | Whole class    Group work |  |

Tiết 4 : **Tiếng Anh** ( Lớp 3B)

**Unit 17: OUR TOYS**

**Lesson 2 – Period 3**

|  |  |
| --- | --- |
| **I. OBJECTIVES:** | |
| **Language:** | By the end of the lesson, pupils will be able to:  - understand and correctly repeat the sentences in two communicative contexts (pictures) to identify someone’s toys that some people have.  - correctly say the words and use *They have \_\_\_\_\_.* to talk about the quantity of toys that some people have.  - enhance the correct use of *They have \_\_\_\_\_.* to talk about the quantity of toys that some people have in a freer context. |
| **Corecompetencies:** | teamwork, work standards, communication |
| **Generalcompetences:** | 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 48 * - Audio Tracks 68, 69 * - Teacher’s guide Pages 213, 214, 215   - Website *hoclieu.vn*   * - Flash cards/ pictures and posters (Unit 17)   - Computer, projector, … |
| **III.PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up.** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:** Sing the song *Their toys* in 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: Toys game**  Review the previous lesson by having the class play the game, using the words: *kite, doll, car, train, plane.*  **Step 1:** Divide the class into 4 teams.  **Step 2:** Have the pupils to look at the pictures on the screen and say aloud the word. The fastest pupils with the correct answer will get points for their teams.  **Step 3:** Encourage pupils to participate 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 that some people have. | |  |
| b.Input: | – Context **a**: Linh: *Lucy and Mary have two dolls.* Mai: *Yes, they do.*  – Context **b**: Mai: *They have three cars.* Linh: *Yes, they do.* | |  |
| c.Outcome: | Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) to talk about the quantity of toys that some people have. | |  |
| d.Procedure: | **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures.  **Step 2:** Ask pupils to look at 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 *Lucy and Mary have two dolls. / They have three cars.* Tell pupils that they are used to talk about the quantity of toys that some people have. | Whole class  Whole class  Whole class  Pair work  Whole class |  |

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| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.** 9 minutes | | |  |
| a. Goal: | To correctly say the words and use *They have \_\_\_\_\_.* to talk about the quantity of toys that some people have. | |  |
| b. Input: | – Picture cues: **a**. two trucks **b.** three buses  **c.** three ships **d.** two teddy bears  – Speech bubble: *They have \_\_\_\_\_.*  ***Audio script:***  ***a.*** *trucks* ***b.*** *buses* ***c.*** *ships* ***d.*** *teddy bears*  *They have two trucks.* | |  |
| c. Outcome: | Pupils can correctly say the words and use *They have \_\_\_\_\_.* to talk about the quantity of toys that some people have. | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to Picture **a**. Elicit the quantity of the toys in the picture (two trucks). Then ask pupils to look at the label *trucks*. Explain the meaning of the label. Check comprehension. Ask pupils to listen to the recording and repeat the words *trucks / two trucks* several times until they feel confident. Repeat the same procedure with Pictures **b, c** and **d**.  **Step 2:** Draw pupils’ attention to the speech bubble. Tell them that *They have \_\_\_\_\_.* is used to talk about the quantity of toys that some people have. Ask pupils to look at the bubble and Picture **a**. Play the recording for them to listen to and repeat the sentence several times. Follow the same procedure with the other three pictures.  **Step 3:** Put pupils into pairs. Tell them to point to each picture and talk about the quantity of toys that some people have in the picture. Go around the classroom to offer support.  **Step 4:** Invite a few pupils to come to the front of the classroom, talk about the quantity of toys that some people have in the pictures, using the speech bubble and picture cues. 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 each team to go to the board, listen to the recording, then choose A or B. The fastest one with the correct answer gets one point for their team.  **Step 3:** Encourage pupils to take part in the game.  **Step 4:** Give point to pupils. | Whole class  Whole class/ Individual work  Pair work  Individual work  Group work |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | |  |
| a. Goal: | To enhance the correct use of *They have \_\_\_\_\_.* to talk about the quantity of toys that some people have in a freer context. | |  |
| b. Input: | – Picture cue: A boy and a girl playing with various toys.  – Speech bubble: *They have \_\_\_\_\_.* | |  |
| c. Outcome: | Pupils can enhance the correct use of *They have \_\_\_\_\_\_.* to talk about the quantity of toys that some people have in a freer context. | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the picture.  Ask questions to help them identify the context (*see Input*). Draw pupils’ attention to the bubble used to talk about the quantity of toys that some people have. Have them identify what is missing in the sentence. Check comprehension.  **Step 2:** Put pupils into groups of four. Encourage them to talk about the quantity of toys using the speech bubble and picture cues. Go around the classroom to offer support.  **Step 3:** Invite some groups to the front of the class to perform their talk. Praise them if they perform well. | Whole class/ Individual work  Group work  Group work |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Option 1**:  Use *hoclieu.vn*, have pupils look at the pictures of the lesson and repeat after the recordings.  **Option 2: Game: What comes next?**  **Step 1:** Divide the class into 4 teams.  **Step 2:** Invite 1 pupil from each team to come to the board, look and choose the correct option, then say the word out loud. If it is 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 5C)

**UNIT 17: STORIES FOR CHILDREN**

**Lesson 1 - Period 2**

( Đã soạn lớp 5A**)**

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

* Chú ý kĩ năng đọc cho phần bài tập của học sinh.
* Quan tâm sát sao đến học sinh chưa hoàn thành bài .

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 17: STORIES FOR CHILDREN**

**Lesson 2 - Period 3**

( Đã soạn lớp 5A**)**

Bổ sung : - Hsinh biết được mẫu câu hỏi về đặc điểm của một số nhân vật.

* Hiểu và đọc được hội thoại.
* Quan tâm việc rèn kĩ năng đọc –hiểu của học sinh.

*Thứ Tư ngày 9 tháng 4 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3A)

**UNIT 17: OUR TOYS**

**Lesson 1 – Period 2**

( Đã soạn lớp 3B**)**

Bổ sung :- Học sinh nhớ được các từ cơ bản về đồ chơi.

- Kèm cặp học sinh đọc còn chậm.

Tiết 2 : **Tiếng Anh** ( Lớp 3A)

**UNIT 17: OUR TOYS**

**Lesson 2 – Period 3**

( Đã soạn lớp 3B**)**

Bổ sung :- Lưu ý cho học sinh một số từ khó phát âm khi nhấn giọng

- Học sinh ghi nhớ cách trả lời về các loại đồ chơi.

- Quan tâm sát sao các đối tượng học sinh

Tiết 3 : **Tiếng Anh** ( Lớp 5B)

**UNIT 17: STORIES FOR CHILDREN**

**Lesson 2 - Period 4**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- listen to and understand a story and circle the correct answers.

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

- listen to the song *The Tortoise and the Hare,* complete the lyrics and sing it with the correct pronunciation, rhythm and melody.

**2. Competences**

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

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

**3. Attributes**

- Show their love and interest in reading books, especially Vietnamese fairy tales.

- Recognise what the character is like.

**II. MATERIALS**

- Pupil’s book: Page 49

- Audio tracks 67, 68

- Teacher’s guide: Pages 244, 245, 246

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 17)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the sentences structures *How did \_\_\_\_\_? - He / She \_\_\_\_.* to ask and answer questions about how a character did something in a story.

**b. Content**

- Game: What and Where (ppt)

**c. Expected outcomes**

- Pupils can correctly say the sentences structures *How did \_\_\_\_\_? - He / She \_\_\_\_.* to ask and answer questions about a character in a story.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: *“What and Where” (ppt)*** | | |
| - Tell pupils that they are going to say and write the words.  - Draw four circles on the board. Write four words in the circles.  - Ask pupils to read the words aloud. Delete the words in the circle one by one.  - Point to the empty circle and ask pupils to read it again.  - Ask pupils to come to the board and rewrite the words with the correct places in the circles.  - Check the answers as the class.  - Have pairs of pupils use these words to ask and answer questions about a character in a story.  - Praise pupils to encourage their performance. | - Pupils listen to the teacher’s explanation.  - Pupils look at four words in the circles.  - Pupils read the words aloud. Pupils follow the teacher’s instruction.  - Pupils remember and read the word again.  - Pupils come to the board and rewrite the words with the correct places in the circles.  - Pupils use these words to ask and answer questions about a character in a story. | Four words in the four circles: *sing, cook, run, work*  Sentence structures:  *How did \_\_\_\_\_? - He / She \_\_\_\_.* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To listen to and understand a story and circle the correct answers.

**b. Content**

- Activity 4. Listen and circle.

**c. Expected outcomes**

- Pupils can understand a story and circle the correct answers.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and circle.** (Track 67) | | |
| **Step 1:** Ask pupils to read the questions and the answer options. Have them work in pairs to guess the correct options. Check comprehension.  **Step 2:** Play the recording all the way through so that pupils can become familiar with the speaker’s voice. Then play the recording again for them to listen  and circle the correct options.  **Step 3:** Get pupils to swap their books with a partner and check their answers before checking as a class. Then play the recording again and stop at the sentence for the class to double-check their answers. Have pupils repeat the information in the recording to explain their answers, for example, *There was an ant and a grasshopper. The Ant worked hard to collect food for the winter.* | - Pupils read the questions and the options. Pupils work in pairs to guess the correct options that can be the answers.  - Pupils listen to the recording and circle the correct options.  - Pupils swap their books with a partner and check their answers before checking as a class. Then pupils listen to the recording to double-check their answers. Pupils repeat the information in the recording to explain their answers. | Four gapped sentences with three answer options  **Audio script:**  **\*Key:** *1. c, 2. a, 3. c, 4. c* |

**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 the first gapped exchange. Have pupils read the dialogue and guess the missing words, for example, *the name of the character, a question word, an adverb of manner*. Then draw pupils’ attention to the picture and elicit the words to fill in the gaps *(grasshopper, How, hard).*  **Step 2:** Give pupils a time limit to complete the gapped Exchange **2** independently. Go around the classroom and 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:** Tell pupils three True or False statements about the exchanges. Have a group say a statement and have the other group call out *True* or *False*. For example, *The hare won the race.* (False)*The ant was lazy.* (False) | - Pupils follow the teacher demonstrating the example. Pupils read the dialogue and guess the missing words.  - Pupils complete the gapped 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.  - A group says a statement and the other group calls out True or False. | - Two picture cues  - Two gapped exchanges to complete  **\* Key:**  *1. grasshopper, How, hard*  *2. fast, Did* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

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

**a. Objectives**

- To listen to the song *The tortoise and the hare, complete the lyrics* and sing it with the correct pronunciation, rhythm and melody.

**b. Content**

- Activity 6. Listen, complete and sing.

**c. Expected outcomes**

- Pupils can complete the lyrics and sing the song *The tortoise and the hare* with the correct pronunciation, rhythm and melody.

**d. Organisation**

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| --- | --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** | |
| **Activity 6. Listen, complete and sing.** (Track 68) | | | |
| **Step 1:** Tell pupils the aim of the activity: They listen to the song and fill in the gaps in the lyrics and sing it with correct pronunciation, rhythm, and melody.  **Step 2:** Have pupils read the lyrics and guess the word(s) to fill in the gaps with the help of picture.  **Step 3:** Have them listen to the song and fill in the gaps. Play the recording of the gapped sentences twice for pupils to fill in if necessary.  **Step 4:** Play the recording and let them listen to and practise singing the song, line by line, until they feel confident. Then have pupils listen to and sing the whole song while clapping their hands.  **Step 5:** Invite a few groups to the front of the class to sing the song. The class may sing along and clap to reinforce the activity. | - Pupils listen to the teacher’s explanation.  - Pupils read the lyrics and guess the word(s) to fill in the gaps with the help of picture.  - Pupils listen to the song and fill in the gaps.  Pupils listen to the recording and practise singing the song, line by line. Then pupils listen to and sing the whole song while clapping their hands.  - A few groups come to the front of the class to sing the song. The class may sing along and clap to reinforce the activity. | | The gapped lyrics and recording of the song *The tortoise and the hare*  **\* Key:** *fast, hare, tortoise* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

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

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

- Divide the class into four groups and have one pupil from each group stand a distance from the board.

- Divide the board into four columns.

- The teacher asks, e.g. *How did the ant work?* and have the pupils race to the board, then write their answers, e.g. *He worked hard*.

- The first pupil who has the correct answer gets one point for their group.

- Continue with other pupils.

- The group that gets the most points wins.

**\* Option 2: Ball circle**

- Divide the class into groups of five. Each group sits in a circle. Give each group a ball.

- One pupil asks, e.g. *How did Snow White cook?* and throws the ball to another pupil who has to answer, e.g. *She cooked very well.*

- After this pupil answers, he / she continues asking a question and throws the ball to another pupil.

- Continue until every pupil has had a turn.

Tiết 4 : **Tiếng Anh** ( Lớp 5B)

**UNIT 17: STORIES FOR CHILDREN**

**Lesson 3 - Period 5**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

*-*  correctly repeat two *Yes / No* questions with the rising intonation.

*-*  identify the intonation at the end of the questions while listening.

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

**2. Competences**

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

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

**3. Attributes**

- Show their love and interest in reading books, especially Vietnamese fairy tales.

- Recognise what the character is like.

**II. MATERIALS**

- Pupil’s book: Page 50

- Audio tracks 69, 70, 71

- Teacher’s guide: Pages 246, 247

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 17)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To motivate the class by singing the song *“The tortoise and the hare”* on page 49.

**b. Content**

- Let’s sing.

**c. Expected outcomes**

- Pupils can sing the song with the correct pronunciation, rhythm and melody.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Let’s sing.** (Track 68) | | |
| - Introduce the activity.  - Play the song for pupils to listen and sing in chorus.  - Invite a few groups to the front of the class to sing the song. The class may sing along and clap to reinforce the activity.  - Praise pupils if they perform well. | - Pupils listen to the teacher’s explanation.  - Pupils listen to the song.  and sing in chorus.  - Pupils come to the front of the class to sing the song. The class may sing along and clap to reinforce the activity. | The lyrics and the recording of the song *“The tortoise and the hare”* on page 49 |

**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 *Yes / No* questions with the rising intonation.

**b. Content**

- Activity 1. Listen and repeat.

**c. Expected outcomes**

- Pupils can correctly repeat two *Yes / No* questions with the correct rising intonation.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Listen and repeat.** (Track 69) | | |
| **Step 1:** Have pupils look at the questions. Draw their attention to the arrow (↗) at the end of the questions. Explain that the questions with this arrow (↗) should be said with a rising tune. Check comprehension.  **Step 2:** Play the recording for pupils to listen and repeat the questions until they feel confident. Correct the intonation and pronunciation where necessary.  **Step 3:** Let pupils work in pairs or groups to practise saying the questions. Then invite a few pupils to say the language in front of the class. Praise pupils when they perform well. | - Pupils look at the questions, paying attention to the arrow. Pupils listen to the teacher’s explanation.  - Pupils listen to the recording and repeat the questions.  - Pupils work in pairs or groups to practise saying the questions. A few pupils say the language in front of the class. | *- Is this your storybook? ↗*  *- Are you reading a story?↗* |

**e. Assessment**

- Performance products: Pupils’ pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To listen and say four *Yes / No* questions with rising intonation.

**b. Content**

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

**c. Expected outcomes**

- Pupils can say four *Yes / No* questions with rising intonation.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen and repeat. Pay attention to the intonation.** (Track 70) | | |
| **Step 1:** Elicit from pupils that 1–4 are all *Yes / No* questions. Then elicit that they learned in the last exercise that *Yes / No* questions need a rising tone at the end.  Check comprehension.  **Step 2:** Play the recording for pupils to listen. Draw their attention to the rising tone at the end of the questions. Then play it again, sentence by sentence, for pupils to listen and repeat in chorus and individually, until they feel confident. Correct their intonation and pronunciation where necessary.  **Step 3:** Have pupils practise reading the questions in pairs or groups. Then invite a few pupils to read aloud the questions in front of the class. Encourage the class to praise or cheer their performance.  **Extension:** Have each pupil say one *Yes / No* question that they have learnt. For example, *Do you play football every day?* Ask them to pay attention to the rising tone at the end of the question. | - Pupils listen to the teacher’s explanation.  - Pupils listen to the recording. Then pupils listen to the recording again, sentence by sentence and repeat in chorus.  - Pupils practise reading the questions in pairs or groups. Then a few pupils read aloud the questions in front of the class. Pupils praise or cheer their performance.  - Each pupil says one *Yes / No* question that they have learnt, paying attention to the rising tone at the end of the question. | Four *Yes / No* questions  **Audio script:**  1. Did the hare run fast?↗  2. Was the prince intelligent?↗  3. Did the ant work hard?↗  4. Do you like the story?↗ |

**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, stress and rhythm.

**b. Content**

- Activity 3. Let’s chant.

**c. Expected outcomes**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s chant.** (Track 71) | | |
| **Step 1:** Have pupils read the lyrics of the chant. Then get them to look at the pictures to reinforce their understanding. Check comprehension.  **Step 2:** Play the recording all the way through for pupils to listen to the whole chant. Encourage them to listen carefully to the stressed words. Play it again line by line, for pupils to listen and repeat. Draw their attention to the pronunciation and rhythm. Encourage them to clap while chanting.  **Step 3:** Divide the class into two groups to take turns listening to and repeating the chant, while the rest of the class claps along.  **Extension:** If time allows, invite a few groups to say the chant in front of the class. The rest of the class chant and clap along. | - Pupils read the lyrics of the chant. Then pupils look at the pictures to reinforce their understanding.  - Pupils listen to the whole chant, paying attention to the stressed words. Pupils listen again and repeat line by line. Pupils clap while chanting.  - Pupils work in two groups to take turns listening to and repeating the chant, while the rest of the class claps along.  - A few groups chant in front of the class. The rest of the class chant and clap along. | - Two pictures:  Snow White serving a meal for the seven dwarfs,  the ant and the grasshopper  - 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: Inside my bag (ppt)**

- Teacher prepares some cards (*Snow White, the seven dwarfs, the ant, the grasshopper, the tortoise, the hare, the fox, the crow*), writes out numbers on one side and characters on the other side, then puts them in four bags. Give each team a bag.

- Divide the class into four teams.

- Divide each team into pairs.

- Have each pair come to the front of the class and choose a card from the bag.

- Have one pupil ask, e.g. *Who are the main characters in the story?* and the other answer, e.g. *They’re Snow White and the seven dwarfs*. Swap roles.

- The first team to ask and answer correctly wins.

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

- Stick the flashcards on the board (*Snow White, seven dwarfs, the ant, the grasshopper, the tortoise, the hare, the fox, the crow*).

- Divide the class into three or four teams. Tell pupils how the game is played. Give an example.

- Ask pupils to listen to the word, then each pupil from teams runs to the board and slaps the flash card as correctly and quickly as possible.

- The first pupil who slaps the correct flash card gets one point for their team and continues playing the game.

- The pupil who gets the highest points will be the winner. Praise the winner.

*Thứ Năm ngày 10 tháng 4 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 3B)

**Unit 17: OUR TOYS**

**Lesson 2 – Period 4**

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| **I. OBJECTIVES:** | |
| **Language:** | By the end of the lesson, pupils will be able to:  - listen to and understand two communicative contexts in which pupils talk about the quantity of toys that some people have and tick the correct pictures.  - complete four sentences with the help of picture cues.  - review vocabulary words for toys by playing *Kim’s game*. |
| **Corecompetencies:** | teamwork, work standards, communication |
| **Generalcompetences:** | Listening: listen and recognize the toys, then repeat  Critical thinking: talk about toys  Oral communication: ask and answer the questions about toys  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 49  - Audio Tracks 70  - Teacher’s guide Pages 215, 216, 217  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 17)  - Computer, projector, … |
| **III.PROCEDURE** | **Warm-up and review – Listen and tick – Look, complete and read – Let’s play –**  **Fun corner and wrap-up.** |

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:** Sing the chant on page 44.  - 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: What are missing?**  Review the previous lesson by having the class play the game with the words: *kite, car, plane, train, truck, ship, bus, teddy bear.*  **Step 1:** Divide the class into 4 teams.  **Step 2:** Have pupils look at the pictures. Invite pupils to find out which ones are missing. The fastest pupils to have the correct answer get points.  **Step 3:** Encourage pupils to join in the game.  **Step 4:** Give points to pupils. | Whole class    Group work |  |
| **PRACTICE**  **Activity 4. Listen and tick.** 8 minutes | | |  |
| a. Goal: | To listen to and understand two communicative contexts in which pupils talk about the quantity of toys that some people have and tick the correct pictures. | |  |
| b. Input: | Picture cues: **1a**. Ben and Bill playing with three trucks  **1b**. Ben and Bill playing with three buses  **2c**. Lucy and Mary playing with two teddy bears  **2d**. Lucy and Mary playing with two dolls  ***Audio script:***  ***1.*** *Ben and Bill are my friends. They have three buses.*  ***2.*** *Lucy and Mary are my friends. They have two teddy bears.* | |  |
| c. Outcome: | Pupils can listen to and understand two communicative contexts in which pupils talk about the quantity of toys that some people have and tick the correct pictures.  **Key: 1.** b **2**. a | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the pictures **1a** and **1b**. Elicit the quantity of toys that the boys have in each picture. Play the recording for Question **1**. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity. Repeat the same procedure with Pictures **2a** and **2b**.  **Step 2:** Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.  **Step 3:** Play the recording again for the pupils to double-check their answers.  **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/ Individual  Whole class |  |
| **PRACTICE**  **Activity 5. Look, complete and read.** 9 minutes | | |  |
| a. Goal: | To complete four sentences with the help of picture cues. | |  |
| b. Input: | Four picture cues and four incomplete sentence patterns to complete. | |  |
| c. Outcome: | Pupils can complete four sentences with the help of picture cues.  **Key: 1.** buses **2.** two ships  **3.** three dolls **4.** have two teddy bears | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the first picture. Ask them to identify the quantity of toys in the picture (three buses).  **Step 2:** Write the incomplete sentence **1.** *Ben and Nam have three \_\_\_\_\_.* on the board. Draw pupils’ attention to the gap in the sentence and say what they have to do. Encourage pupils to complete the sentence. Go around the classroom and offer help. Give further support to those pupils who find it difficult to do the task. If necessary, ask a pupil to write the word buses on the board before having them complete the answer.  **Step 3:** Give pupils time to complete Sentences **2,** **3** and **4** individually. Write each sentence on the board and check answers as a class.  **Step 4:** Invite a few pupils to stand up and read aloud the completed sentences. Correct their pronunciation where necessary.  **Extension:** Ask pupils to look at the pictures, then read the sentences carefully and choose the best answer. This game can be played in groups to make it more interesting. | Whole class  Whole class/  Individual  work Individual work/ Whole class  Individual work  Group work |  |
| **PRODUCTION**  **Activity 6. Let’s play.** 8 minutes | | |  |
| a. Goal: | To review vocabulary words for toys by playing *Kim’s game*. | |  |
| b. Input: | - A picture showing toys: a kite, a doll, a train, a car, a truck, a plane  - Two sets of flash cards, each of which contains six cards showing pictures of toys that pupils have learnt | |  |
| c.Outcome: | Pupils can review vocabulary words for toys by playing *Kim’s game.* | |  |
| d. Procedure: | **Step 1:** Elicit the language that pupils need to name the toys.  **Step 2:** Tell the pupils the goal of the game and how to play it: Pupils should look at the cards carefully and recall their names and positions successfully.  **Step 3:** Divide the class into two teams.  **Step 4:** Display both sets of cards face up on the board. Give pupils two minutes to memorise their sets. Turn the cards face down on the board. Explain that when you say a word, a nominated pupil from each team must run to their set, try to remember which card shows the relevant picture and turn it over to show to their team. A correct card scores one point. When the pupils’ turn is over, they must put the cards back on the board and return to their seats. Remember to nominate a pupil from each team before saying the word. Go around the classroom during the activity and offer help where necessary.  **Step 5:** Count the points for each team and announce the winner. The team with the most points wins. The winning team must then correctly pronounce all of the words. | | Whole class/ Individual work  Group work  Group work  Group work |

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| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Option 1:**  Use *hoclieu.vn*, have pupils look at the words in the picture of of the lesson and repeat after the recording.  **Option 2:**  **Game: Making sentences**  **Step 1:** Divide the class into 4 teams.  **Step 2:** Invite 1 pupil from each team to come to the front, look at the scrambled sentence then rearrange the words in order to make a sentence, then say it aloud. If he/ she says it correctly, his/ her team will have points.  **Step 3:** Encourage pupils to practise speaking English.  **Step 4:** Give points to pupils. | Whole class    Group work |  |

Tiết 2 : **Tiếng Anh** ( Lớp 3B)

**Unit 17: OUR TOYS**

**Lesson 3 – Period 5**

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| **I. OBJECTIVES:** | | | |
| **Language:** | By the end of the lesson, pupils will be able to:  - correctly repeat the sounds of the letters ***i*** and ***oy*** in isolation, in the words *kite* and *toy*, and in the sentences *She has a kite*. and *He has a toy.* with the correct pronunciation and intonation.  - identify the target words *kite* and *toy* while listening.  - say the chant with the correct rhythm and pronunciation. | | |
| **Corecompetencies:** | teamwork, work standards, communication | | |
| **Generalcompetences:** | 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 50  - Audio Tracks 71, 72, 73  - Teacher’s guide Pages 217, 218  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 17)   * - Computer, projector, … | | |
| **III.PROCEDURE** | **Warm-up and review – Listen and repeat – Listen and circle –  Let’s chant – Fun corner and wrap-up.** | | |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:** Sing the chant on page 44.  - 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: Chasing the thief**  Review the previous lesson by having the class play the game with the words: *kite, plane, doll, train, bus, car, ship.*  **Step 1:** Divide the class into 4 teams.  **Step 2:** Invite 1 pupil to go to the board and look at the picture, then say aloud which one is missing.  **Step 3:** Encourage pupils to join in the game.  **Step 4:** Give points to pupils. | Whole class  Group work |  |
| **KNOWLEDGE CONSTRUCTION Activity 1. Listen and repeat.** 8 minutes | | |  |
| a. Goal: | To correctly repeat the sounds of the letters ***i*** and ***oy*** in isolation, in the words *kite* and *toy*, and in the sentences: *She has a kite*. and *He has a toy.* with the correct pronunciation and intonation. | |  |
| b. Input: | – The letter ***i***, the word *kite* and the sentence *She has a kite.*  – The letters ***oy***, the word *toy* and the sentence *He has a toy.* | |  |
| c. Outcome: | Pupils can correctly repeat the sounds of the letters ***i*** and ***oy*** in isolation, in the words *kite* and *toy* and in the sentences *She has a kite.* and *He has a toy.* with the correct pronunciation and intonation. | |  |
| d.Procedure: | **Step 1:** Draw pupils’ attention to the letter ***i****,* the word *kite* and the sentence *She has a kite*. Play the recording and encourage them to point at the 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 when their pronunciation is good. Repeat the same procedure with the letters ***oy*** in the second line.  **Step 3:** Let pupils work in pairs or groups to pronounce the sounds of the letters ***i*** and ***oy***, say the words *kite* and *toy*, and read the sentences *She has a kite*. and *He has a toy*. Invite a few pupils to listen to the recording and say the language in front of the class. If they perform well, praise them. | Whole class  Whole class  Pair work/ Group work |  |

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| **PRACTICE**  **Activity 2. Listen and circle.** 9 minutes | | | |
| a. Goal: | To identify the target words *kite* and *toy* while listening. | |  |
| b. Input: | Two sentences for completion and three answer options  ***Audio script:***  ***1.*** *She has a toy.*  ***2.*** *He has a kite.* | |  |
| c. Outcome: | Pupils can identify the words *kite* and *toy* while listening.  **Key: 1.** c **2**. b | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the sentences and the gap-fill options (as mentioned in *Input*). Explain what pupils have to do. Check comprehension.  **Step 2:** Play the recording for pupils to listen. Play the recording again for pupils to listen and circle the correct options.  **Step 3:** Get 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 4:** Play the recording again for pupils to double-check their answers.  **Extension: Game: Listen and choose.**  Ask pupils to look at the pictures, then listen to the sentences carefully and choose the best answer. This game can be played in groups to make it more interesting. | Whole class  Whole class  Pair work  Whole class/ Individual |  |
| **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 the 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. Check their comprehension.  **Step 2:** Play the recording all the way through for pupils to listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils’ attention to the sounds of the letters ***i*** and ***oy***, the words *kite* and *toy*, and the sentences *Ben has a kite.* and *Ben and Mary have toys*. in the chant.  **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. 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 |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Look and read.**  **Step 1:** Divide the class into 2 teams.  **Step 2**: Invite each pupil from each team to look at the phonics words or pictures and say them aloud. The faster pupil with correct answer will get points for his/ her team.  **Step 3**: Encourage pupils to practise speaking English.  **Step 4:** Give points to pupils. | Group work |  |

Tiết 3 : **Tiếng Anh** ( Lớp 5A)

***Soạn và dạy bù tiết 1 Chiều thứ 2 ( Giỗ tổ Hùng Vương 10.3 )***

**UNIT 17: STORIES FOR CHILDREN**

**Lesson 1 - Period 2**

( Đã soạn lớp 5B**)**

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

* Chú ý kĩ năng đọc cho phần bài tập của học sinh.
* Quan tâm sát sao đến học sinh chưa hoàn thành bài .

**Tiếng Anh** ( Lớp 5A)

**UNIT 17: STORIES FOR CHILDREN**

**Lesson 2 - Period 4**

( Đã soạn lớp 5B**)**

Bổ sung : - Hỏi và trả lời về các nhân vật trong truyện.

- Bước đầu vận dụng để nói về nội dung một câu truyện.

- Học sinh phát huy kĩ năng viết câu.

Tiết 4 : **Tiếng Anh** ( Lớp 5A)

***Soạn và dạy bù tiết 2 Chiều thứ 2 ( Giỗ tổ Hùng Vương 10.3 )***

**UNIT 17: STORIES FOR CHILDREN**

**Lesson 2 - Period 3**

( Đã soạn lớp 5B**)**

Bổ sung : - Hsinh biết được mẫu câu hỏi về đặc điểm của một số nhân vật.

* Hiểu và đọc được hội thoại.
* Quan tâm việc rèn kĩ năng đọc –hiểu của học sinh.

**Tiếng Anh** ( Lớp 5A)

**UNIT 17: STORIES FOR CHILDREN**

**Lesson 3 - Period 5**

( Đã soạn lớp 5B**)**

Bổ sung :- Học sinh đọc câu theo ngữ điệu.

- Quan tâm sát sao các đối tượng học sinh

- Hsinh tương tác theo mục tiêu của bài học.

*Thứ Sáu ngày 11 tháng 4 năm 2025*

**Buổi sáng**

Tiết 1 : **Tiếng Anh** ( Lớp 5C)

**UNIT 17: STORIES FOR CHILDREN**

**Lesson 2 - Period 4**

( Đã soạn lớp 5B**)**

Bổ sung : - Hỏi và trả lời về các nhân vật trong truyện.

- Bước đầu vận dụng để nói về nội dung một câu truyện.

- Hsinh tương tác theo mục tiêu của bài học.

Tiết 2 : **Tiếng Anh** ( Lớp 5C)

**UNIT 17: STORIES FOR CHILDREN**

**Lesson 3 - Period 5**

( Đã soạn lớp 5B**)**

Bổ sung :- Học sinh đọc câu theo ngữ điệu.

- Quan tâm sát sao các đối tượng học sinh

- Hsinh sử dụng được câu để nói về một số nhân vật.

Tiết 3 : **Tiếng Anh** ( Lớp 3A)

**UNIT 17: OUR TOYS**

**Lesson 2 – Period 4**

( Đã soạn lớp 3B**)**

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 4 : **Tiếng Anh** ( Lớp 3A)

**UNIT 17: OUR TOYS**

**Lesson 3 – Period 5**

( Đã soạn lớp 3B**)**

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

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

Thực hành mẫu câu theo nhóm hoặc cặp.

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