**WEEK 05**

**GRADE 4***(Khối 4)*

**Period 1** *(Tiết 1)*

**UNIT 3: MY WEEK**

**Lesson 1 (1,2,3)**

**I. OBJECTIVES**

 By the end of the lesson, Ss will be able to:

1. **Knowledge and skills**

 - Understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about the days of the week.

- Correctly say the words and use *What day is it today? – It’s \_\_\_\_\_.* to ask and answer questions about the days of the week.

- Enhance the correct use of *What day is it today? – It’s \_\_\_\_\_.* to ask and answer questions about the days of the week in a freer context.

- Speaking, listening, reading, writing.

2. **Competences**

- Co-operation (ready to help friends in pair work/group work).

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

- Self-control & independent learning: perform listening tasks

3.  **Attributes**

- Be confident in communicating with friends/ teachers.

- Love people and be polite when communicating

- Show their responsibility by noticing the day of the week.

 **II. MATERIALS**

- Teacher: Teaching plan, English 4, pictures, board, Laptop, TV, CD rom, hoclieu.com …

- Pupils: Pupil’s book, workbook, notebook, school things………...

**III. PROCEDURES**

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| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | **Note** |
| **A. Warm-up and review:**  5 minutes |
|  | Greet the class and encourage pupils to respond to the greeting.**Option 1:** Have the whole class sing the song *What time do you go to school?* (ppt)**Option 3: Game: Sentence Puzzle**Divide the class into groups of four. Give each group a sentence that is broken/ cut into pieces. Ask them to arrange them to make a complete sentence, then read it aloud.The group that makes it first will be the winner. | Whole class/ Individual work |  |
| **B. NEW LESSON*****EXPLORATION*****Activity 1. Look, listen and repeat.**  5 minutes |
| a. Goal | To understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about the days of the week. |  |
| b. Input | - Context **a**: Ms Hoa: *Hi, class. What day is it today?*  Class: *It’s Monday.*- Context **b**: Bill: *What day is it today?*  Lucy: *It’s Friday.* |  |
| c. Outcome | Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the days of the week. |  |
| 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. Play the recording again, sentence by sentence, for pupils to listen and repeat. Repeat the same procedure with Picture **b**. Correct their pronunciation where necessary. **Step 3:** Play the recording again for pupils to listen and repeat in chorus sentence by sentence. **Step 4:** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording. **Step 5:** Draw their attention to the question *What day is it today?* and the answer It's *Monday.* and *It’s Friday*. Tell pupils that they have a question and answers about the days of the week. **Extension:** Invite a few pairs of pupils to ask and answer about the days of the week. | Whole class/Individual workPair workWhole class/Individual workPair work |  |
| e. Assessment | - Performance products: Pupils’ answers- Assessment tools: Observation; Questions & Answers |  |
| **KNOWLEDGE CONSTRUCTION****Activity 2. Listen, point and say.**  10 minutes |
| a. Goal | To correctly say the words and use *What day is it today? – It’s \_\_\_\_\_.* to ask and answer questions about the days of the week.  |  |
| b. Input | – Picture cues:**a.** Monday **b.** Tuesday **c.** Wednesday **d.** Thursday – Speech bubbles: *What day is it today? – It’s \_\_\_\_\_.****Audio script:a.*** *Monday* ***b.*** *Tuesday* ***c.*** *Wednesday* ***d.*** *Thursday* ***a.*** *A: What day is it today?*  *B: It’s Monday.* ***b.*** *A: What day is it today?*  *B: It’s Tuesday.* ***c.*** *A: What day is it today?*  *B: It’s Wednesday.****d.*** *A: What day is it today?*  *B: It’s Thursday.* |  |
| c. Outcome | Pupils can correctly say the words and use *What day is it today? – It’s \_\_\_\_\_.* to ask and answer questions about the days of the week.  |  |
| d. Procedure | **Step 1:** Have pupils look at the pictures and elicit the days of the week. **Step 2:** Have pupils point at Picture **a**, listen to the recording and repeat the word (*Monday*). Repeat the same procedure with the other three pictures. Have the class repeat the words a few times. **Step 3:** Point at the bubbles and Picture **a** and have pupils listen to and repeat after the recording (*What day is it today? – It’s Monday.*). Repeat the same procedure with the other three pictures (**b**, **c**, **d**). Have the class repeat the questions and answers a few times. **Step 4:** Have pairs practise asking and answering the question *What day is it today? – It’s \_\_\_\_\_.* **Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  | Whole class/ Individual workPair workWhole class/ Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.- Assessment tools: Observation; Questions & Answers.  |  |
| **PRACTICE****Activity 3. Let’s talk.** 8 minutes |
| a. Goal | To enhance the correct use of *What day is it today? – It’s* \_\_\_\_\_. to ask and answer questions about the days of the week in a freer context. |  |
| b. Input | – Picture cue: a boy asks a girl about the days of the week: *Tuesday, Wednesday, Thursday, Friday* (illustrated by calendars) – Speech bubbles: *What day is it today? – It’s* \_\_\_\_\_. |  |
| c. Outcome | Pupils can enhance the correct use of *What day is it today? – It’s\_\_\_\_\_.* to ask and answer questions about the days of the week in a freer context.  |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see *Input*).**Step 2:** Put pupils into pairs and encourage them to ask and answer questions about the days of the week. Go around the classroom to offer support. **Step 3:** Invite a few pairs to the front of the class to ask and answer questions about the days of the week using *What day is it today? – It’s \_\_\_\_\_.* and the picture cue. Praise pupils if they perform well.  | Whole class/Individual workPair work |  |
| e. Assessment | - Performance products: Pupils’ answers.- Assessment tools: Observation; Questions & Answers.  |  |
| **Fun corner and wrap-up:** 5 minutes |
|  | **Option 1: Memory game** <https://www.eslgamesplus.com/days-of-the-week-esl-vocabulary-game/>**Option 2: Game: Racing horses****-** Divide children into groups of four.- Give each group one paper dice.- Race to find the winner.**Option 3: Ask pupils two questions related to days of the week.***Which day do you like most in a week? Monday? Tuesday?... Why?**Why do we need Saturday and Sunday?* **Option 4:**Ask students to answer the following question: *What have you learnt from the lesson today?*(- Use the words *Monday,* *Tuesday, Wednesday, Thursday, Friday* in relation to the topic *My week* to talk about the days of the week.- Use sentence patterns *What day is it today? – It’s \_\_\_\_\_.* to ask and answer questions about the days of the week.)***\* Preparation for the project:***Tell pupils about the project on page 27, Lesson 3, Activity 6. Ask them to take notes of weekend activities at home and present them to the class at Project time.  | Group workGroup work |  |
| **C. Homework (2’)** | Learn the vocabulary and model sentences by heart - Prepare the new lesson: *Unit 3, Lesson 1 (4,5,6).* | - Ss listen, take note |  |

**\*Supplement *(Bổ sung)***

- Ss can listen to some keywords in the recording and read for specific information

- Most Ss can pronounce the words correctly.

- Class: ………………..

+ Ss (HSKT) can listen and understand some words in Unit 3- Lesson 1 (1,2,3).

+ Ss (HSKT) can take part in some class activities (tham gia các hoạt động của lớp)

**IV. Điều chỉnh sau tiết dạy** (nếu có)

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**Period 2** *(Tiết 2)*

**UNIT 3: MY WEEK**

**Lesson 1 (4,5,6)**

**I. OBJECTIVES**

 By the end of the lesson, Ss will be able to:

**1. Knowledge and skills**

- Listen to and understand two communicative contexts about the days of the week and tick the correct pictures.

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

-  Revise target words about the days of the week by playing the game *Slap the board.*

- Speaking, listening, reading, writing.

**2. Competences**

- Co-operation (ready to help friends in pair work/group work).

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

- Self-control & independent learning: perform listening tasks

**3. Attributes**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

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

- Show their responsibility by noticing the day of the week

**II. MATERIALS**

- Teacher: Teaching plan, English 4, pictures, board, Laptop, TV, website hoclieu.vn CD rom….

- Pupils: Pupil’s book, workbook, notebook, school things………...

**III. PROCEDURES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | **Note** |
| **A. Warm-up and review:**  5 minutes |
|  | Greet the class and encourage pupils to respond to the greeting.**Option 1:**  Spend a few minutes revising the previous lesson by asking the question *What day is it today?* and have a few pupils answer the question. Have the class give comments. **Option 2:** Sing along the song *What day is it today?* <https://www.youtube.com/watch?v=RfAMjbaHMVU>**Option 3:** **Game: Look and guess (ppt)** | Whole class/ Individual workGroup work |  |
| **B. NEW LESSON*****PRACTICE*****Activity 4. Listen and tick.**  5 minutes |
| a. Goal | To listen to and understand two communicative contexts about the days of the week and tick the correct pictures.  |  |
| b. Input | Picture cues:**1a.** Tuesday 12 **1b.** Wednesday 13 **2a.** Thursday 14 **2b.** Friday 15 ***Audio script:*1.** *Ms Hoa:* Hello, Nam.  *Nam:* Hello, Ms Hoa. *Ms Hoa:* What day is it today?  *Nam:* It’s Wednesday. *Ms Hoa:* OK. **2.** *Mr Long:* Hello, Mai. *Mai:* Hello, Mr Long. *Mr Long:* What day is it today?  *Mai:* It’s Thursday. *Mr Long:* Good. **Key: 1.** b **2.** A |  |
| c. Outcome | Pupils can listen to and understand two communicative contexts about the days of the week and tick the correct pictures.  |  |
| d. Procedure | **Step 1:** Draw pupils attention to Pictures **1a** and **1b**. Ask questions to help them identify the days of the week. **Step 2:** Play the recording for Question **1** for pupils to listen. Then play the recording again for pupils to listen and tick the correct picture. **Step 3:** Repeat **Steps 1** and **2** for Pictures **2a** and **2b**. **Step 4:** Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board. 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 in chorus. Correct their pronunciation where necessary.  | Whole class/Individual workPair workWhole class |  |
| e. Assessment | - Performance products: Pupils’ answers.- Assessment tools: Observation; Questions & Answers. |  |
| **PRACTICE****Activity 5. Look, complete and read.**  10 minutes |
| a. Goal | To complete four gapped exchanges with the help of picture cues.  |  |
| b. Input | Four picture cues and four gapped exchanges to complete. |  |
| c. Outcome | Pupils can correctly complete four gapped exchanges with the help of picture cues. Key: 1. Monday 2. Friday 3. What day; It’s 4. today; It’s Thursday |  |
| d. Procedure | **Step 1:** Have pupils look at the pictures. Get them to identify the days of the week in the pictures. **Step 2:** Have pupils look at the gapped exchanges. Draw their attention to the missing words in the questions and answers. **Step 3:** Model Picture **1**. Have pupils look at the answer. Ask them what word is missing in the answer (*Monday)*. Then have pupils complete it (*It’s Monday.*). Repeat the same procedure with Pictures **2**, **3** and **4**. **Step 4:** Have pupils complete the gapped exchanges individually and ask a few pairs to read them aloud.  | Whole class/ Individual workPair workWhole class/ Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.- Assessment tools: Observation; Questions & Answers. |  |
| **PRACTICE****Activity 3. Let’s play.** 8 minutes |
| a. Goal | To revise target words about the days of the week by playing the game *Slap the board.*  |  |
| b. Input | Some words of the target vocabulary on the board: *Monday, Tuesday, Wednesday, Thursday, Friday* (jumbled)  |  |
| c. Outcome | Pupils can revise target words about the days of the week by playing the game *Slap the board.* |  |
| d. Procedure | **Step 1:** Tell pupils that they are going to listen to and slap the correct words as quickly as possible. Have them look at the days of the week on the board to recall the days of the week (as in *Input*). **Step 2:** Call two pupils to the front. Get them to stand at a certain distance from the board. **Step 3:** Say a day of the week using *It’s \_\_\_\_.* with one of the words on the board, for example, *It’s Monday*. The pupil who is the quickest to slap the right word (*Monday*) gets one point. The pupil who slaps the most words is the winner. **Step 4:** Invite a few pairs to the front of the class to play the game. Praise pupils if they perform well.  | Whole class/ Individual workPair work |  |
| e. Assessment | - Performance products: Pupils’ answers.- Assessment tools: Observation; Questions & Answers. |  |
| **Fun corner and wrap-up:** 5 minutes |
|  | **Option 1: Memory game** <https://www.eslgamesplus.com/days-of-the-week-esl-vocabulary-game/>**Option 2: Game: Guess the words (ppt)** **Option 3:** Sing along the song *What day is it today?*<https://www.youtube.com/watch?v=RfAMjbaHMVU> | Group workWhole class |  |
| **C. Homework (2’)** | **-** Practice part 5 again. - Prepare the new lesson: *Unit 3, Lesson 2 (1,2,3).* | Ss listen, take note |  |

**\*Supplement *(Bổ sung)***

- Ss can listen to some keywords in the recording and read for specific information

- Most Ss can pronounce the words correctly.

- Class: ………………

+ Ss (HSKT) can take part in some class activities (tham gia các hoạt động của lớp)

+ Ss (HSKT) can listen and understand some words in Unit 3- Lesson 1 (4,5,6)

**IV. Điều chỉnh sau tiết dạy** (nếu có)

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**Period 3***(Tiết 3)*

**UNIT 3: MY WEEK**

**Lesson 2 (1,2,3)**

**I. OBJECTIVES**

 By the end of the lesson, Ss will be able to:

**1. Knowledge and skills**

 - Understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what someone does on certain days of the week.

-  Correctly say the phrases and use *What do you do on \_\_\_\_\_? – I \_\_\_\_\_.* to ask and answer questions about what someone does on certain days of the week.

-  Enhance the correct use of *What do you do on \_\_\_\_\_? – \_\_\_\_\_.* to ask and answer questions about what someone does on certain days of the week in a freer context.

- Speaking, listening, reading and writing.

**2. Competences**

- Co-operation (ready to help friends in pair work/group work).

- Self-study (can perform individual tasks and solve problems by themselves.)

- Communicative and interactive skill.

- Use language to greet and respond to greetings formally.

**3. Attributes**

- Be confident in communicating with friends/ teachers.

- Love people and be polite when communicating

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

- Show their responsibility by noticing the day of the week

 **II. MATERIALS**

- *Teacher:* Teacher’s guide, audio,, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book, notebooks, workbooks, school things…..

**III. PROCEDURES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | **Note** |
| **A. Warm-up and review:**  5 minutes |
|  | - Greet the class and encourage pupils to respond to your greeting. **Option 1:** - Get a few pupils to play the game *Slap the board* in front of the class. Have the class give comments. **Option 2: Listen and guess**- Spell the first letter of any day/ spell any letter in a day, pupils guess. -Flash the cards to consolidate pupils’ pronunciation and spelling.  | Whole class/ Individual work |  |
| **B. NEW LESSON*****EXPLORATION*****Activity 1. Look, listen and repeat.**  5 minutes |
| a. Goal | To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what someone does on certain days of the week.  |  |
| b. Input | – Context **a**: Ms Hoa: *What day is it today?* Nam: *It’s Thursday.*Ms Hoa: *What do you do on Thursdays?*  Nam: *I study at school.*– Context **b**: Bill: *What do you do on Saturdays?*  Mai: *I do housework.* |  |
| c. Outcome | Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what someone does on certain days of the week.  |  |
| 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. Play the recording again, sentence by sentence, for pupils to listen and repeat. Repeat the same procedure with Picture **b**. Correct their pronunciation where necessary. **Step 3:** Play the recording again for pupils to listen and repeat in chorus sentence by sentence. **Step 4:** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording. **Step 5:** Draw their attention to the questions *What do you do on Thursdays / Saturdays?* and the answers *I study at school* and *I do housework*. Tell pupils that they are questions and answers about what someone does on certain days of the week.  | Whole class/Individual workPair workWhole class |  |
| e. Assessment | - Performance products: Pupils’ answers.- Assessment tools: Observation; Questions & Answers. |  |
| **KNOWLEDGE CONSTRUCTION****Activity 2. Listen, point and say.**  10 minutes |
| a. Goal | To correctly say the phrases and use *What do you do on \_\_\_\_\_? – I \_\_\_\_\_.* to ask and answer questions about what someone does on certain days of the week.  |  |
| b. Input | – Picture cues:**a.** a girl studying at school **b.** a girl going to school**c.** a boy doing housework **d.** a boy listening to music – Speech bubbles: *What do you do on \_\_\_\_\_? – I \_\_\_\_\_.****Audio script:a.*** *Mondays / study at school* ***b.*** *Wednesdays/ go to school****c.*** *Saturdays / do housework* ***d.*** *Sundays/ listen to music****a.*** *A: What do you do on Mondays?*  *B: I study at school.* ***b.*** *A: What do you do on Wednesdays?*  *B: I go to school.****c.*** *A: What do you do on Saturdays?*  *B: I do housework.* ***d.*** *A: What do you do on Sundays?*  *B: I listen to music.*  |  |
| c. Outcome | Pupils can correctly say the phrases and use *What do you do on \_\_\_\_\_?* *– I \_\_\_\_\_.* to ask and answer questions about what someone does on certain days of the week. |  |
| d. Procedure | **Step 1:** Have pupils look at the pictures and elicit the activities and the days of the week. **Step 2:** Have pupils point at Picture **a**, listen to the recording and repeat the phrase (*Mondays / study at school*). Repeat the same procedure with the other three pictures. Have the class repeat the phrases a few times. **Step 3:** Point at the bubbles and Picture **a**, then have pupils listen to and repeat after the recording *(What do you do on Mondays? – I study at school.*). Repeat the same procedure with the other three pictures **b**, **c** and **d**. **Step 4:** Have pairs practise asking and answering the question *What do you do on \_\_\_\_\_? – I \_\_\_\_\_.* **Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  | Whole class/ Individual workPair workWhole class/ Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.- Assessment tools: Observation; Questions & Answers.  |  |
| **PRACTICE****Activity 3. Let’s talk.** 8 minutes |
| a. Goal | To enhance the correct use of *What do you do on \_\_\_\_\_? – \_\_\_\_\_.* to ask and answer questions about what someone does on certain days of the week in a freer context.  |  |
| b. Input | – Picture cue: A boy asks a girl about what she does on Tuesdays*,* Fridays and Sundays (illustrated by the calendars and her activities) – Speech bubbles: *What do you do on \_\_\_\_\_? – \_\_\_\_\_\_.*  |  |
| c. Outcome | Pupils can enhance the correct use of *What do you do on \_\_\_\_\_? – \_\_\_\_\_.* to ask and answer questions about what someone does on certain days of the week in a freer context.  |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see *Input*). **Step 2:** Put pupils into pairs and encourage them to ask and answer questions about what someone does on certain days of the week. Go around the classroom to offer support. **Step 3:** Invite a few pairs to the front of the class to perform their conversations.**Step 4:** Invite a few pairs to practise asking and answering questions about what they do on certain days of the week. Praise pupils if they perform well.  | Whole class/ Individual workPair work |  |
| e. Assessment | - Performance products: Pupils’ answers.- Assessment tools: Observation; Questions & Answers. |  |
| **Fun corner and wrap-up:** 5 minutes |
|  | **Option 1: Spelling game** - Teacher says: Can you spell - pause - pretends to think, then say Mondays, waits for pupils to spell, shows the word- Have Ss repeat with others.- can play in two groups, the fastest gets one sticker.**Option 2:** Sing along the song *What day is it today?*<https://www.youtube.com/watch?v=RfAMjbaHMVU> **Option 3: Find the treasure**- Explain each day is a treasure like time is valuable to all.- Hide flashcards in different places, for example Monday learners have English, then the card Monday is hidden in an English textbook. In the same rule, hide 14 cards in different places in the classroom or outside if possible. - Divide Ss into groups of 7. Teacher stands in the middle of the class, acts or draws to the air the subject learners have on each different day. Learners run and find the cards, put into a basket. The group with more flashcards after a limited time wins. Play again with different groups, using miming to help depending on the learners’ language competence. | Whole class/ Group work |  |
| **C. Homework****(2’)** | **-** Learn the vocabulary and model sentences by heart - Prepare the new lesson: *Unit 3, Lesson 2 (4,5,6).* | Ss listen, take note |  |

Ss (HSKT) can listen and understand some words in Unit 3- Lesson 2 (1,2,3)

**\*Supplement *(Bổ sung)***

- Ss can listen to some keywords in the recording and read for specific information

- Most Ss can pronounce the words correctly.

- Class: ……………..

+ Ss (HSKT) can take part in some class activities (tham gia các hoạt động của lớp)

+ Ss (HSKT) can listen and understand some words in Unit 3- Lesson 2 (1,2,3)

**IV. Điều chỉnh sau tiết dạy** (nếu có)

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**Period 4** *(Tiết 4)*

**UNIT 3: MY WEEK**

**Lesson 2 (4,5,6)**

**I. OBJECTIVES**

 By the end of the lesson, Ss will be able to:

**1. Knowledge and skills**

- Listen to and understand four communicative contexts about days of the week and what someone does on certain days of the week and number the correct pictures.

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

- Sing the song *My week* with the correct pronunciation, rhythm and melody.

- Listening, speaking and reading.

**2. Competences**

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

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

**3. Attributes**

- Be confident in communicating with friends/ teachers; Love people and be polite when communicating; Kindness: Help partners to complete learning tasks; Honesty: tell the truth about feelings and emotions; Diligence: complete learning tasks.

- Show their responsibility by noticing the day of the week

**II. MATERIALS**

- *Teacher:* Teacher’s guide, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV, or projector.

- *Students:* Pupil’s book, notebook, workbook, school things.

**III. PROCEDURES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | **Note** |
| **A. Warm-up and review:**  5 minutes |
|  | Greet the class and encourage pupils to respond to the greeting.**Option 1:** Spend a few minutes revising the previous lesson by getting a few pairs to ask and answer questions about what they do on certain days of the week. **Option 2: Miming game (ppt)** | Whole class/ Individual workGroup work |  |
| **B. NEW LESSON*****PRACTICE*****Activity 4. Listen and number.**  5 minutes |
| a. Goal | To listen to and understand four communicative contexts about days of the week and what someone does on certain days of the week and number the correct pictures. |  |
| b. Input | Picture cues:**a.** a girl listening to music on Sundays **b.** a calendar: Friday**c.** a calendar: Monday**d.** a boy doing housework on Saturdays **Audio script:** 1. *A:* What day is it today?

*B:* It’s Monday. 1. *A:* What do you do on Saturdays?

*B:* I do housework. 1. *A:* What day is it today?

*B:* It’s Friday.1. *A:* What do you do on Sundays?

 *B:* I listen to music.  |  |
| c. Outcome | Pupils can listen to and understand four communicative contexts about days of the week and what someone does on certain days of the week and number the correct pictures.  |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the pictures. Elicit the activities and the days of the week. **Step 2:** Play the recording for pupils to do the task by numbering the pictures. Play the recording again to give pupils another listening opportunity. **Step 3:** Check answers together as a class. Play the recording a third time for 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 workPair workWhole class |  |
| e. Assessment | - Performance products: Pupils’ answers.- Assessment tools: Observation; Questions & Answers.  |  |
| **PRACTICE****Activity 5. Look, complete and read.**  10 minutes |
| a. Goal | To complete four gapped exchanges with the help of picture cues.  |  |
| b. Input | Four picture cues with four gapped exchanges to complete.  |  |
| c. Outcome | Pupils can complete four gapped exchanges with the help of picture cues.  |  |
| d. Procedure | **Step 1:** Have pupils look at the pictures. Get them to identify the days of the week and the activities in the pictures. **Step 2:** Have pupils look at the four gapped exchanges. Draw their attention to the missing words in the questions and answers. **Step 3:** Model Picture **1**. Have pupils look at the answer. Ask them what word is missing (*Tuesday*). Then have them complete the answer (*It’s Tuesday.).* Repeat the same procedure with Pictures **2**, **3** and **4**. **Step 4:** Have pupils complete the gaps individually and ask a few pairs to read the four completed exchanges aloud.  | Whole class/ Individual workWhole class/ Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.- Assessment tools: Observation; Questions & Answers. |  |
| **PRACTICE****Activity 6. Let’s sing.** 8 minutes |
| a. Goal | To sing the song *What day is it today?* with the correct pronunciation, rhythm and melody. |  |
| b. Input | The lyrics and the recording of the song *What day is it today?* |  |
| c. Outcome | Pupils can sing the song *What day is it today?* with the correct pronunciation, rhythm and melody.  |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the characters’ activities 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, rhythm 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:** Play the recording again for pupils to sing and clap along with the recording. Pupils can sing the song *What day is it today?* with the correct pronunciation, rhythm and melody.  | Whole class/ Individual work |  |
| e. Assessment | - Performance products: Pupils’ answers.- Assessment tools: Observation; Questions & Answers. |  |
| **Fun corner and wrap-up:** 5 minutes |
|  | **Option 1:** Play the song *What day is it today?* again, divide pupils into small groups, have them join in a singing competition to find out the best singers. Give all pupils encouragement.**Option 2:** Sing the song *Days of the week* from<https://www.youtube.com/watch?v=mXMofxtDPUQ>Let pupils listen to the song several times, sing along together and draw the first letter of the day to memorize the spelling.**Option 3:** Sing the song *Seven days of the week* with TPR technique<https://www.youtube.com/watch?v=lPgTdgvj_jc>Let pupils listen to the song several times, sing along and act together. **Option 4: Game: Word search (ppt)** | Whole class/ Group work |  |
| **C.Homework. (2’)** | Practice part 5 again.- Prepare the new lesson: *Unit 3, Lesson 3 (1,2,3).* | Ss listen |  |

**\*Supplement *(Bổ sung)***

- Ss can listen to some keywords in the recording and read for specific information

- Most Ss can pronounce the words correctly.

- Class:……………..

+ Ss (HSKT) can take part in some class activities (tham gia các hoạt động của lớp)

+ Ss (HSKT) can listen and understand some words and Exs in Unit 3- L2(4,5,6)

**IV. Điều chỉnh sau tiết dạy** (nếu có)

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 *Sao Đỏ, ngày ……. tháng 10 năm 2024*

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| **NGƯỜI LẬP** **Nguyễn Thị Thu Hòa** | **NGƯỜI KIỂM TRA** |  **BAN LÃNH ĐẠO**  |