**Period 121**

**UNIT 8 – WEATHER**

**Lesson 2.2 (page 110)**

**1. Objectives**

By the end of this lesson, students will be able to identify the /aɪ/ sound and practice the conversations.

**1.1. Language knowledge and skills**

**Vocabulary:** humid, dry, calm, breezy, clear, gray.

**Sentence pattern: -** It’s humid today.

* Oh, then I’m going to visit the water park.

**Skills:** Listening, Reading, Writing, and Speaking.

**1.2. Competences**

**Self-control and independent learning:** identify the /aɪ/ sound and talk about the weather and things they are going to do.

**Communication and collaboration:** work in pairs or groups to talk about the weather and things they are going to do.

**Critical thinking and creativity:** learn how to talk about the weather and things they are going to do and pronounce the /aɪ/ sound correctly and fluently.

**1.3. Attributes**

**Kindness:** support their friends to complete the learning tasks or play the games.

**Diligence:** focus on the lesson and work hard to complete all the tasks.

**Honesty:** play fair.

**Accountability:** appreciate kindness, diligence, and honesty.

**2. Teaching aids and materials**

**- Teacher’s aids:** Tiếng Anh 5 i-Learn Smart Start Student’s Book and Teacher’s book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Tiếng Anh 5 i-Learn Smart Start Student’s Book, Workbook, Notebook.

**3. Procedures**

**A. Warm-up** (5 minutes)

**a. Objectives:** To review the vocabulary items about types of weather and lead in the new lesson.

**b. Content:** Playing the game: “***Safari***” or “**Letter Scramble**”.

**c. Expected outcomes and assessment.**

- Task completed with excellence:Students can say the words quickly and correctly.

- Task completed: Students can say the words.

- Task uncompleted: Students say the words incorrectly.

**d. Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1: Play the Safari game**.   * Arrange the flashcards around the classroom. * Remind the students of the position of the flashcards. * Have students stand up. * Say aloud a word, Students “take a picture” toward the position of the words they hear then repeat it. * Students who take the wrong position will sit down. * The last student standing is the winner * Lead in the new lesson. | * Play the game with the whole class. * Listen to their teacher’s instructions. * “Take a picture”. * Jump to the correct side (Yes/No) to show their answer. * Be ready for the new lesson. |
| **Option 2:** **Letter Scramble.**   * Take a list of words that your students have recently learned and write a scrambled version of each on the board. * Allow students to unscramble the words on their paper. * The first student to finish deciphering all the words wins. | * Follow the teacher's instructions. * Play the game. |

**B.** **Main Lesson**

**1. Presentation** (10 minutes)

**a. Objective:** To help students identify the /aɪ/ sound and say it in the chant.

**b. Contents:** Listening and repeating

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can identify the /aɪ/ sound and chant correctly and fluently.

- Task completed: Students can identify the /aɪ/ sound and pronounce them.

- Task uncompleted: Students are unable to identify the /aɪ/ sound.

**d. Organization**

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and repeat.** (CD3 Track 34)  * Draw attention to the sound changes using DCR. * Briefly explain and demonstrate the /aɪ/ sound. * Play the audio. * Have students notice the sound. * Play the audio again. * Have the students listen and repeat. * Correct the students’ pronunciation if needed. | * Listen and follow their teacher’s instructions. * Listen to the audio. * Listen and notice the sound first. * Listen to the audio again and repeat the sound. |
| **2. Chant. Turn to page 126. (CD3 Track 35)**   * Write the words or put up the flashcards on the board. * Play audio. Have students listen to the chant. * Point to a word or picture on the board, say the sound and word (e.g. /aɪ/*, tonight*), and have students listen and repeat. * Follow the same procedure with the other word. * Play audio. Have students listen and clap along with the sound and words as they hear them in the chant. * Play audio. Have students listen and chant. | * Follow their teacher’s instructions. * Listen to the chant. * Listen and repeat the sentences. * Listen to the chant again. * Listen and chant. |

**2. Practice** (10 minutes)

**a. Objectives:** To help students identify the people and things in the story and practice listening and number the right words.

**b. Contents:** Listening, speaking, and writing

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can understand the story and number the right words correctly.

- Task completed: Students can understand the story and number the right words.

- Task uncompleted: Students fail to understand the story and number the right words.

**d. Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| **D. 1. Describe the comic. Use the new words.** **Listen.** (CD3 Track 36)   * Introduce the situation: "*It's Saturday, and Tom wants to fly a kite..."* * Have students look at the story and ask these questions:   • Who can you see? (Mrs. Brown, Tom, Lucy, Mr. Brown, Nick, Mai)  • What are they doing? (Tom: waking up, talking on the phone, going out; Lucy: having breakfast; Mr. Brown: drinking tea; Nick and Mai: going out with Tom)  • What's the weather like in the last panel? (gray)   * Play audio and have students look and listen. | * Listen to their teacher’s introduction about the situation. * Look at the story and answer their teacher’s questions. * Listen to the story. |
| **2. Listen and write.** (CD3 Track 37)   * Play the audio (using DCR) and demonstrate the activity using the example. * Play the audio and have students listen, and number the correct words/. * Play the audio again and check answers as a whole class. | * Listen and follow their teacher’s demonstration. * Listen to the story and number the correct words. * Listen to the story again and check the answers as a whole class. |
| **3. Role-play.**   * Divide the class into pairs. * Have the students practice saying the sentences. * Have some pairs demonstrate the activity in front of the class. | * Work with their partner to complete the task. * Practice saying the sentences. * Demonstrate the activity in front of the class. |

**3. Production** (5 minutes)

**a. Objectives:** To help them practice the stories and use their own ideas.

**b. Content:** Working with their partners.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can practice and use their own ideas to make a story naturally.

- Task completed: Students can practice and use their own ideas to make a story.

- Task uncompleted: Students cannot practice and use their own ideas to make a story.

**d. Organization**

|  |  |
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| **Teacher’s activities** | **Students’ activities** |
| **Option 1: Make their own stories.**   * Have the students work in pairs to complete the task. * Ask them to choose one of the stories from *Part 2 – Listen and number* as a sample. * Give the students enough time to make their stories using their own ideas. * Walk around the class and support them if necessary. * Invite some pairs to present their stories in front of the class. * Help the students with feedback and correct them if any. | * Work with their partner to complete the task. * Choose one of the stories from *Part 2 – Listen and number* as a sample. * Make their stories using their own ideas. * Present their stories in front of the class. |
| **Option 2: Use DHA on Eduhome.**  Open DHA (Unit 8 – Lesson 2) on Eduhome to help students review the vocabulary through games: Look and find, Listen and find, and Grammar. | * Follow their teacher’s instructions. * Play the game with the whole class. |

**C. Consolidation and homework assignment** (5 minutes)

**a. Objectives:** To help the students review the lesson by rearranging the sentences to make a meaningful conversation.

**b. Contents:** Making a conversation and assigning homework in the Workbook

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can rearrange the sentences to make a meaningful conversation correctly.

- Task completed: Students can rearrange the sentences to make a meaningful conversation.

- Task uncompleted: Students fail to rearrange the sentences to make a meaningful conversation.

**d. Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Consolidation**   * Ask the students to work in groups of four or five students. * Give each group a set of sentences and ask them to make a meaningful conversation. * Give them enough time to rearrange the given sentences. * Invite each group to present their answer. * Have other groups comment and give the correct answer if any. * Check the students’ answers as a whole class. | * Work in groups to complete the task. * Make a meaningful conversation from the given sentences. * Present their answer in front of the class. * Give comments to other groups. |
| **Homework Assignment**   * Require the students to do exercises on page 75 in the Workbook. * Ask them to prepare Parts E and F, Lesson 2.3 on page 111 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework and prepare the new lesson. |

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**Period 122**

**UNIT 8 – WEATHER**

**Lesson 2.3 (page 111)**

**1. Objectives**

By the end of this lesson, students will be able to identify the /aɪ/ sound and practice the conversations.

**1.1. Language knowledge and skills**

**Vocabulary:** humid, dry, calm, breezy, clear, gray.

**Sentence pattern: -** It’s humid today.

* Oh, then I’m going to visit the water park.

**Skills:** Listening, Reading, Writing, and Speaking.

**1.2. Competences**

**Self-control and independent learning:** talk about the weather and things they are going to do.

**Communication and collaboration:** work in pairs or groups to talk about the weather and things they are going to do.

**Critical thinking and creativity:** learn how to talk about the weather and things they are going to do correctly and fluently.

**1.3. Attributes**

**Kindness:** support their friends to complete the learning tasks or play the games.

**Diligence:** focus on the lesson and work hard to complete all the tasks.

**Honesty:** play fair.

**Accountability:** appreciate kindness, diligence, and honesty.

**2. Teaching aids and materials**

**- Teacher’s aids:** Tiếng Anh 5 i-Learn Smart Start Student’s Book and Teacher’s book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Tiếng Anh 5 i-Learn Smart Start Student’s Book, Workbook, Notebook.

**3. Procedures**

**A. Warm-up** (5 minutes)

**a. Objectives:** To help the students review types of weather and lead in the new lesson.

**b. Content:** Playing the game: “Jump”.

**c. Expected outcomes and assessment.**

- Task completed with excellence:Students can say the words quickly and correctly.

- Task completed: Students can say the words.

- Task uncompleted: Students say the words incorrectly.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Play the *Jump* game.**  Vocabulary: *humid, dry, calm, breezy, clear, gray.*   * Ask the children to stand at their desks. * Hold up a flashcard from the vocabulary set and say a word. * If the word is the same as the flashcard, they jump. If it isn't, they keep still. * Ask them to say the word on the flashcard. | * Stand at their desks to play the game. * Look at the flashcard and listen to their teacher. * Jump if the word is the same as the flashcard. * Don’t jump if the word isn’t the same as the flashcard. * Say the word on the flashcard. |

**B. Main Lesson**

**1. Presentation** (10 minutes)

**a. Objective:** To help students recognize the sentence pattern and then talk about the types of weather and things they are going to do correctly.

**b. Contents:** Listening and repeating.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can identify the sentence structure and talk about types of weather and things they are going to do correctly.

- Task completed: Students can identify the sentence structure and talk about types of weather and things they are going to do.

- Task uncompleted: Students are unable to talk about the types of weather and things they are going to do.

**d. Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Present the sentence pattern.**   * Use DCR on Eduhome to show the class the sentence structure on Part E, page 111 in their Student’s Book. * Give the students enough time to look at the target sentence structure and have them read it silently. * Ask some students to read the sentences. * Control the class and give them help if needed. * Lead in the new lesson. | * Listen and follow their teacher’s instructions. * Look at the target sentence structure on the screen and read it silently. * Read the sentences. |

**2. Practice** (10 minutes)

**a. Objectives:** To practice talking about types of weather and things they are going to do using the given words.

**b. Contents:** Pointing, asking, and answering.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can talk about types of weather and things they are going to do smoothly and correctly.

- Task completed: Students can talk about types of weather and things they are going to do.

- Task uncompleted: Students fail to talk about types of weather and things they are going to do.

**d. Organization:**

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Point and say.**  * Divide the class into pairs. * Demonstrate the activity using the speech bubbles. * Have Student A point to a picture and say, have Student B point to an activity and respond. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in * front of the class | * Work with their partner to complete the task. * Follow their teacher’s instructions. * Make sentences. * Present their work in front of the class. |
| **2. List other types of weather. Practice again.**   * Have students work in the same pairs. * Have pairs list other types of weather and times in the future they know. * Have pairs practice the activity again. Have Student A say the weather, and have Student B respond. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class.   **Practice (optional)**   * Divide the class into two teams. * Show a flashcard to the class and say an activity. * Have Team A say the weather and Team B respond. * Swap roles and repeat.   e.g. *(Teacher shows flashcard "dry.")*  • Teacher: "play soccer"  • Team A: "It's dry today."  • Team B: "Oh, then I'm going to play soccer. | * Work with their teammates to complete the task. * Follow their teacher’s instructions. * Make sentences. * Present their work in front of the class. * Follow the teacher’s instructions. * Make sentences in turns. |

**3. Production** (5 minutes)

**a. Objectives:** To help them talk about the types of weather and things they are going to do.

**b. Content:** Play the Chain game.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can talk about types of weather and things they are going to do correctly and fluently.

- Task completed: Students are able to talk about types of weather and things they are going to do.

- Task uncompleted: Students cannot talk about types of weather and things they are going to do.

**d. Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **F: Play the Chain game. Give true answers**.   * Have students look at the example. * Divide the class into groups. * Have the students stand up. * Have Student A turn to Student B and say the weather, then have Student B give a true answer about what they're going to do. * Next, have Student B turn to Student C and say the weather, then have Student C give a true answer. * Continue until all students have practiced. * Have some groups demonstrate the activity in front of the class. | * Follow the instructions. * Work in group. * Play the games. * Present in front of the class |

**C. Consolidation and homework assignment** (5 minutes)

**a. Objectives:** To help students remember the target sentence structure.

**b. Contents:** Practicing the sentence structures and assigning homework.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can practice sentences correctly.

- Task completed: Students are able to practice sentences.

- Task uncompleted: Students fail to practice sentences.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation**  Ask the students to focus on the language structures:   * *It’s humid today.* * *Oh, then I’m going to visit the water park* * Randomly invite some pairs to practice the structures. * Show the flashcards about types of weather to the students so that they take turns making sentences. * Correct the students’ mistakes if needed. | * Follow their teacher’s instructions. * Work with their partner to complete the task. * Make sentences using the target pattern sentence structures. |
| **Homework Assignment**   * Require the students to practice the structure at home. * Ask them to prepare Parts A and B, Lesson 3, Unit 8 on page 112 in the Student’s Book. | * Practice the structure at home. * Prepare the new lesson. |

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**Period 123**

**UNIT 8 – WEATHER**

**Lesson 3.1 (page 112)**

**1. Objectives**

By the end of this lesson, Students will be able to talk about future weather and the things they're going to do.

**1.1. Language knowledge and skills**

**Vocabulary:** snowstorm, thunderstorm, rainstorm, flood, sunshine, shower.

**Sentence pattern:** There will be some showers, so I'm going to bring my umbrella.

**Skills:** Listening, Reading, Writing, and Speaking.

**1.2. Competences**

**Self-control and independent learning:** point out and talk about future weather and the things they're going to do.

**Communication and collaboration:** work in pairs or groups to learn different types of weather and talk about the things they're going to do.

**Critical thinking and creativity:** learn how to know different types of weather and talk about the things they're going to do and fluently.

**1.3. Attributes**

**Kindness:** support their friends to complete the learning tasks or play the games.

**Diligence:** focus on the lesson and work hard to complete all the tasks.

**Honesty:** play fair.

**Accountability:** appreciate kindness, diligence, and honesty.

**2. Teaching aids and materials**

**- Teacher’s aids:** Tiếng Anh 5 i-Learn Smart Start Student’s Book and Teacher’s book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Tiếng Anh 5 i-Learn Smart Start Student’s Book, Workbook, Notebook.

**3. Procedures**

**A. Warm-up** (5 minutes)

**a. Objectives:** To review the vocabulary items about weather, activities and adverbs of time, generate students’ interests and lead in the new lesson.

**b. Content:** Playing the game: “Vocabulary race” or “Catch me”.

**c. Expected outcomes and assessment.**

- Task completed with excellence:Students can slap flashcards or write the words quickly and correctly.

- Task completed: Students can slap flashcards or write the words.

- Task uncompleted: Students slap the wrong flashcards or write the words incorrectly.

**d. Organization**

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Play the *Vocabulary Race* game.**   * Divide the class into four groups and ask them to stand in two lines facing the board. * Draw four columns for Teams A, B, C, and D on the board. * Give a marker to the first student of each team. * Say “1 2 3” and then the students run to the board quickly to write a word related to the given topics. Next, the students pass the markers to the next friends and join back of the line. * Have them one minute to write the words on the board and say “Stop”. The team with the most words wins. | * Make four lines to play this game. * Follow their teacher’s instructions before playing the game. * Run to the board quickly to write a word on it. * Pass the markers to the next friends and join back of the line. |
| **Teacher’s activities** | **Students’ activities** |
| **Option 2: Play the game: Catch me**   * Ask students to stand up, put their index finger on the hand of the student next to him/her. * Write the vocabulary items learnt from the previous lesson on the board. * Say a range of words that contains the target words on the board. * If students hear the word they immediately pull the index finger out of their friend’s hand and try to catch the other student’s finger. * Repeat several times | - Follow and do as guided.  - Join the game. |

**B. Main lesson**

**1. Presentation and Practice 1** (10 minutes)

**a. Objective:** To help students recognize and say the types of weather.

**b. Contents:** Listening, pointing, and repeating.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can identify and read out loud the words correctly.

- Task completed: Students can identify and read out loud the words.

- Task uncompleted: Students are unable to point and read the correct words.

**d. Organization**

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and point. Repeat.** (CD3 Track 38)  * Arrange the flashcards *(snowstorm, thunderstorm, rainstorm, flood, sunshine, shower)* on the board. * Ask the students to listen and pay their attention. * Use DCR on Eduhome to play the audio and point to each flashcard. * Then play the audio again and have them point to the pictures in their Student’s Books. * Play the audio and require them to listen and repeat. * Help them with their pronunciation if necessary. * Have the class work in pairs. One student randomly points to the pictures in their book, and the other one says the words. Then have them swap roles and continue this activity. * Walk around the class and support them if needed. | * Listen and follow their teacher’s instructions. * Point to the pictures in their Student’s Books. * Listen and repeat. * Work with their partner to complete the task. |
| **2. Play the game Guess**   * Arrange the flashcards on the board and write a number under each card. * Have students look at the flashcards for the count of ten. * Turn the flashcards over to face the board when the students are not looking. * Call out a number and have students take turns to guess the face-down card. Turn the card over after each guess. | * Follow their teacher’s instructions. * Guess what is that flashcard and say the word correctly. |

**2. Presentation and Practice 2** (10 minutes)

**a. Objectives:** To talk about future weather and things students are going to do.

**b. Contents:** Listening and speaking.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students know how to talk about future weather and things they are going to do correctly and fluently.

- Task completed: Students can talk about future weather and things they are going to do.

- Task uncompleted: Students fail or make a mistake in talking about future weather and things they are going to do.

**d. Organization:**

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD3 Track 39)  * Have students look at the useful language. * Explain that we often use this to talk about future weather and the things we're going to do. * Play audio. Have students listen to the useful language. * Have students practice the useful language. * Remind the student about the note*: “We usually say some sunshine/showers and a snowstorm/ thunderstorm/ rainstorm/ flood.”* * Have students practice using vocabulary from Part A | * Look and read the useful language silently. * Listen to the teacher’s explanation. * Listen and look at the useful language again. * Work in pairs and practice the useful language. * Pay attention to the note. * Use the new words from Part A when practicing the useful language. |
| **2. Look and write. Practice.**   * Demonstrate the activity using the example. * Have the students look and write. * Divide the class into pairs and have them check each other’s work. * Use DCR to check the answers as a whole class. * Have some students share their answers with the class. * Have pairs practice saying the sentences. * Monitor the class and support if needed. | * Carefully look at the teacher demonstrating the activity. * Look and write. * Work in pairs and check their partner’s answers. * Listen and check. * Check the answers with the teacher and friends. * Practice saying the sentences with a friend. |

**3. Early Production** (5 minutes)

**a. Objectives:** To help them remember the vocabulary and sentence pattern.

**b. Content:** Playing the game: “Disappearing words” or using DHA.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can identify the sentence structure and say aloud the words correctly.

- Task completed: Students are able to identify the sentence structure and say aloud the words.

- Task uncompleted: Students cannot identify the sentence structure.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Play the game “Disappearing words”.**   * Write some sentences on the board: * *There will be a rainstorm, so I’m going to bring my raincoat.* * *There will be a flood, so I’m going to stay at home.* * *There will be a shower, so I’m going to bring my umbrella.* * *There will be some sunshine, so I’m going to visit my grandparents.* * Ask students to look and read aloud the sentences. Then erase some word in each sentence. * Have one student read one full sentence. * Continues with the other sentences. | * Read aloud the sentences on the board. * Reproduce the sentence. |
| **Option 2: Use DHA on Eduhome**   * Open DHA (Unit 8 – Lesson 3) on Eduhome to help students review the vocabulary through games: Look and find, Listen and find, and Grammar. | * Follow their teacher’s instructions. * Play the game with the whole class. |

**C. Consolidation and homework assignment** (5 minutes)

**a. Objectives:** To help students remember and pronounce the vocabulary items.

**b. Contents:** Playing the game “Chain Spelling” and assigning homework in the Workbook.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can scramble the letters correctly.

- Task completed: Students are able to scramble the letters.

- Task uncompleted: Students fail to scramble the letters.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation: play the Chain Spelling game**   * The students stand up and you say a word (snowstorm). * Students take turn to spell it out, letter by letter. * If someone misses a letter, they sit down and are out of the game. * The last person left standing is the winner | * Follow their teacher’s instructions before playing the game. * Play the game. |
| **Homework Assignment**   * Require the students to do exercises on page 76 in the Workbook. * Have them copy letters and structure in their Tiếng Anh 5 i-Learn Smart Start Notebook. * Ask them to prepare Parts C and D, Lesson 3 on page 113 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework, copy the new words, and prepare the new lesson. |

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**Period 124**

**UNIT 8 – WEATHER**

**Lesson 3.2 (page 113)**

**1. Objectives**

By the end of this lesson, Students will be able to talk about future weather and the things they're going to do.

**1.1. Language knowledge and skills**

**Vocabulary:** snowstorm, thunderstorm, rainstorm, flood, sunshine, shower.

**Sentence pattern:** There will be some showers, so I'm going to bring my umbrella.

**Skills:** Listening, Reading, Writing, and Speaking.

**1.2. Competences**

**Self-control and independent learning:** identify the /ɔː/ sound and talk about the weather and things they are going to do.

**Communication and collaboration:** work in pairs or groups to talk about the weather and things they are going to do.

**Critical thinking and creativity:** learn how to talk about the weather and things they are going to do and pronounce the /ɔː/ sound correctly and fluently.

**1.3. Attributes**

**Kindness:** support their friends to complete the learning tasks or play the games.

**Diligence:** focus on the lesson and work hard to complete all the tasks.

**Honesty:** play fair.

**Accountability:** appreciate kindness, diligence, and honesty.

**2. Teaching aids and materials**

**- Teacher’s aids:** Tiếng Anh 5 i-Learn Smart Start Student’s Book and Teacher’s book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Tiếng Anh 5 i-Learn Smart Start Student’s Book, Workbook, Notebook.

**3. Procedures**

**A. Warm-up** (5 minutes)

**a. Objectives:** To review the vocabulary items about types of weather and lead in the new lesson.

**b. Content:** Playing the game: “Circle jump” or “Slap the board”.

**c. Expected outcomes and assessment.**

- Task completed with excellence:Students can slap flashcards or jump inside the correct circle and say the words quickly and correctly.

- Task completed: Students can slap flashcards or jump inside the correct circle and say the words.

- Task uncompleted: Students slap the wrong flashcards or pronounce the words incorrectly.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Option 1: Play the *Circle jump* game.**   * Divide the class into two groups and make two lines to play the game. * Draw two large circles on the ground with chalk. * Place a flashcard in each circle. * Call out a word, and a student from each team has to run and stand inside the corresponding circle as quickly as possible. * Ask them to say the word when standing inside the circle. * The first student getting the correct answer wins a point for their team. * Lead in the new lesson. | * Make two lines to play this game. * Follow their teacher’s instructions before playing the game. * Quickly run and stand inside the corresponding circle when the teacher says a word. * Say aloud the word when standing inside the circle. |
| **Teacher’s activities** | **Students’ activities** |
| **Option 2: Play the *Slap the board* game.**   * Divide the class into two teams and have them form two lines. * Place the flashcards about different street signs on the board, showing the images. * Call out a word and have the first student from each group race slap the correct image on the board and say it correctly. The first student to slap the correct flashcard wins a point for their team. | * Make two lines to play this game. * Look at the flashcards on the board. * Carefully listen and run to the board to slap the correct card and read aloud the word on it. |

**B. Main Lesson**

**1. Pronunciation** (10 minutes)

**a. Objective:** To help students identify the /ɔː/ sound and say them in the chant.

**b. Contents:** Listening and repeating

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can identify the /ɔː/ sound and chant correctly and fluently.

- Task completed: Students can identify the /ɔː/ sound and pronounce them.

- Task uncompleted: Students are unable to identify the /ɔː/ sound.

**d. Organization**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and repeat.** (CD3 Track 40)  * Draw attention to the sound changes using DCR. * Briefly explain and demonstrate the /ɔː/ sound. * Play the audio. * Have students notice the sound. * Play the audio again. * Have the students listen and repeat. * Correct the students’ pronunciation if needed. | * Listen and follow their teacher’s instructions. * Listen to the audio. * Listen and notice the sound first. * Listen to the audio again and repeat the sound. |
| **2. Chant. Turn to page 126. (CD3 Track 41)**   * Write the words or put up the flashcards on the board. * Play audio. Have students listen to the chant. * Point to a word or picture on the board, say the sound and word (e.g. /ɔː/*, tornado*), and have students listen and repeat. * Follow the same procedure with the other word. * Play audio. Have students listen and clap along with the sound and words as they hear them in the chant. * Play audio. Have students listen and chant. | * Follow their teacher’s instructions. * Listen to the chant. * Listen and repeat the sentences. * Listen to the chant again. * Listen and chant. |

**2. Practice** (10 minutes)

**a. Objectives:** To help students identify the people and things in the story and practice listening and number the right words.

**b. Contents:** Listening, speaking, and writing

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can understand the story and write the right words/phrases correctly.

- Task completed: Students can understand the story and write the right words/phrases.

- Task uncompleted: Students fail to understand the story and write the right words/phrases.

**d. Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| **D. 1. Describe the comic. Use the new words.** **Listen.** (CD3 Track 42)   * Introduce the situation: "*Tom wants to go out..."* * Have students look at the story and ask these questions:   • *Who can you see? (Tom and Alfie)*  *• What's Tom doing? (looking for an umbrella, having a picnic, going to a lake)*  *• What types of weather can you see? (sunny and rainy)*   * Play audio and have students look and listen. | * Listen to their teacher’s introduction about the situation. * Look at the story and answer their teacher’s questions. * Listen to the story. |
| **2. Listen and write.** (CD3 Track 43)   * Play the audio (using DCR) and demonstrate the activity using the example. * Play the audio and have students listen, and number the correct words/. * Play the audio again and check answers as a whole class. | * Listen and follow their teacher’s demonstration. * Listen to the story and number the correct words. * Listen to the story again and check the answers as a whole class. |
| **3. Role-play.**   * Divide the class into pairs. * Have the students practice saying the sentences. * Have some pairs demonstrate the activity in front of the class. | * Work with their partner to complete the task. * Practice saying the sentences. * Demonstrate the activity in front of the class. |

**3. Production** (5 minutes)

**a. Objectives:** To help them practice the stories and use their own ideas.

**b. Content:** Working with their partners.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can use their own ideas to make a story naturally.

- Task completed: Students can use their own ideas to make a story.

- Task uncompleted: Students cannot use their own ideas to make a story.

**d. Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1: Make their own stories.**   * Have the students work in pairs to complete the task. * Ask them to choose one of the stories from *Part 2 – Listen and write* as a sample. * Give the students enough time to make their stories using their own ideas. * Walk around the class and support them if necessary. * Invite some pairs to present their stories in front of the class. * Help the students with feedback and correct them if any. | * Work with their partner to complete the task. * Choose one of the stories from *Part 2 – Listen and write* as a sample. * Make their stories using their own ideas. * Present their stories in front of the class. |
| **Option 2: Use DHA on Eduhome.**  Open DHA (Unit 8 – Lesson 2) on Eduhome to help students review the vocabulary through games: Look and find, Listen and find, and Grammar. | * Follow their teacher’s instructions. * Play the game with the whole class. |

**C. Consolidation and homework assignment** (5 minutes)

**a. Objectives:** To help the students review the lesson by rearranging the sentences to make a meaningful conversation.

**b. Contents:** Making a conversation and assigning homework in the Workbook

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can rearrange the sentences to make a meaningful conversation correctly.

- Task completed: Students can rearrange the sentences to make a meaningful conversation.

- Task uncompleted: Students fail to rearrange the sentences to make a meaningful conversation.

**d. Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Consolidation**   * Ask the students to work in groups of four or five students. * Give each group a set of sentences and ask them to make a meaningful conversation. * Give them enough time to rearrange the given sentences. * Invite each group to present their answer. * Have other groups comment and give the correct answer if any. * Check the students’ answers as a whole class. | * Work in groups to complete the task. * Make a meaningful conversation from the given sentences. * Present their answer in front of the class. * Give comments to other groups. |
| **Homework Assignment**   * Require the students to do exercises on page 77 in the Workbook. * Ask them to prepare Parts E and F, Lesson 3.3 on page 114 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework and prepare the new lesson. |

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