Week: 6 Date of planning: / /2022

Period: 21 Date of teaching: / /2022

**UNIT 3: Our friends**

Lesson 3 (1,2,3)

**I. Objectives:**

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

**1. Knowledge:**

-Repeat and pronounce the sounds **th** (voiced) and **th** (unvoiced) in isolation, the words that and thank, and the sentences That's Lucy. and Thank you. with the correct pronunciation and intonation.

-Identify the target words that and thank, and the sentences Thank you, Bill and That’s Lucy while listening.

- say the chant with the correct rhythm and pronunciation

**2. Competences:**

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

- Sociability: Talk to each other, say good words to others.

**3. Attributes:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**II. Preparation:**

1. Teacher: Teacher’s guide ; posters, laptop, lesson plan, TV.

2. Students: Pupil’s book , notebooks, workbooks, school things.

**III. Procedure:**

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| **Teaching and learning activities** | **Classroom management** |
| **Warm- up: (5’)**  **Game: Lucky number**  - Review the previous lesson by having the class play the game lucky number, using the model sentences: Is this/that \_\_\_\_\_?/ | Whole class |
| **Activity 1. Listen and repeat: (8’)**  **\*Goals:** *correctly repeat the sounds* ***th*** *(voiced) and* ***th*** *(unvoiced) in isolation, the words that and thank, and the sentences That's Lucy. and Thank you. with the correct pronunciation and intonation.*  **-** Draw pupils’ attention to the sound **th** (voiced), the word *that* and the sentence *That's Lucy*. Play the recording and encourage them to point to the correct sound/ word/ sentence while listening.  **-** Play the recording again and encourage pupils to listen and repeat.  **-** Do this several times until pupils feel confident.  - T calls some Ss to practise.  - Play the recording and encourage them to point at the letter/ word/ sentence during their listening.  - T asks Ss to find some words with the sound **th**  - T gives feedbacks. | Whole class/ Individual work  Whole class/ individual work  Whole class  Whole class |
| **Activity 2.** **Listen and circle. (5’)**  **\*Goal:** *Ss will be able**to identify the target words that and thank while listening*.  - Draw pupils’ attention to the sentences and the answer options.  - Play the recording for pupils to listen. Play the recording again for pupils to listen and circle the correct options.  **-** Tell pupils to swap books with a partner, then check the answers as a class.  **-** Write the correct answers on the board. Play the recording for pupils to check their answers again.  - Invite one or two pupils to stand up, listen and repeat the sentences.  Key: 1. b 2. a | T- Whole class  Whole class  Pair work  Whole class |
| **Activity 3. Let’s chant (8’)**  **\*Aims:** *Ss will be able to say the chant with the correct rhythm and pronunciation*.  - Introduce the title, the scene and lyrics of the chant.  - Play the recording for Ss to listen to the whole chant.  - Have them repeat the title and lyrics line by line.  - Ask Ss to attend to the sounds of the letters **th** in the words *that* and *thank.*.  **-** Play the recording line by line for pupils to listen and repeat.  - Play the recording for Ss to chant and clap along.  - Ask Ss to practise chant and clap along in pairs or groups.  - Invite groups to the front of the classroom to perform the chant  -T gives feedback.  **\* Fun corner and wrap up (5’)**  - Game: Find six names  Have pupils do the puzzle to find six names of the characters.  **Homework. (2’)**  **-** Practise the chant more.  - Prepare the new lesson: Unit 3, Lesson 3 (4,5,6) | T- Whole class  Whole class  Whole class  Pair work/ Group work  Whole class |

**IV. Comments:**

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Week: 6 Date of planning: / /2022

Period: 22 Date of teaching: / /2022

**UNIT 3: Our friends**

Lesson 3 (4,5,6)

**I.Objectives:**

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

**1. Knowledge:**

-Read and match four target sentence patterns with four pictures .

-Read, understand and complete three sentences by writing the target words in the gaps.

-Draw three pictures of their friends and introduce them to the class.

**2. Competences:**

- Critical Thinking: self-introduce

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

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

**3. Attributes:**

- Be confident in communicating with friends/ teachers.

- Help partners to complete learning tasks.

**II. Preparation:**

1. Teacher’s preparation: TV, computer, books.

2. Student’s preparation: Students’ aids: books, notebooks, workbooks.

**III. Procedures:**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  **Sing the song** This is Linh.  - Ask pupils to sing the song.  - Invite some of them come to the board to role play, the rest of the pupils will sing.  Lead to the new lesson “Unit 3, Lesson 3 (4,5,6)”. | Whole class  Group work |
| **\* New lesson:**  **Activity 1. Read and complete. (**8 minutes)  **Goal:** *Ss will be able**to read and match four sentences with four pictures.*  **-** Draw pupils’ attention to the first sentence (*My name's Nam.*) and read it as a class.  **-** Draw pupils’ attention to Picture d. Get them to read the sentence again and match it to the correct picture.  **-** Repeat Steps 1 and 2 for other sentences. Go around the classroom to offer support where necessary.  **-** Get pupils to swap books with their partners, then check answers together as a class. Write the correct answers on the board for pupils to correct their answers.  *Key: 1. d 2. c 3. a 4. B*  **Activity 5. Let’s write. (** 9 minutes)  **Goal:** *Ss will be able**to read, understand and complete three sentences by writing the target words in the gaps*.  - Draw pupils’ attention to the first gap and ask them what the missing word is.  **-** Write the first incomplete sentence on the board:   1. *This \_\_\_\_\_ my friend, Mai.*   **-** Read the incomplete sentence together as a class, then look at Picture 1. When you reach the first gap, point at it and encourage pupils to say the answer.  **-** Give pupils time to write the answer in their notebooks.  **-** Repeat Steps 1 to 3 for Sentences 2 and 3.  - Have some pupils read their completed sentences aloud.  **Activity 6. Project** 8 minutes  **Goal:** *Ss will be able to draw three pictures of their friends and use them to practise talking to their classmates.*  **-** Tell pupils to open their pictures (they have drawn at home) and use them to practise talking to their classmates.  **-** Put pupils into groups and give them time to show the pictures of their friends to talk to the groups, e.g. “This is my friend, (name).”.  **-** Tell pupils to do the task. Give them enough time to complete each step.  **-** Go around the class to monitor and offer support if necessary.  **-** If time allows, invite two or three pupils to go to the front of the class and present their pictures to the class.  **\* Fun corner and wrap-up: (**5 minutes)  **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 makes it first will be the winner.  **\*Homework:** Learn by heart vocabulary and practise model sentence | Whole class/Individual work  Individual work  Pairwork  Whole class  Whole class/ Individual work  Whole class/  Individual work  Group work  Whole class/  Individual work  Group work |

**IV.Comments:**

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