Week: 6 Date of planning: / /

Period: 21 Date of teaching: / /

 **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 workWhole class/ individual workWhole classWhole 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 classWhole classPair workWhole 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 namesHave 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 classWhole classWhole classPair work/ Group workWhole class |

**IV. Comments:**

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Week: 6 Date of planning: / /

Period: 22 Date of teaching: / /

 **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 classGroup 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 workIndividual workPairworkWhole classWhole class/ Individual workWhole class/ Individual workGroup workWhole class/ Individual workGroup work |

**IV.Comments:**

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