

LESSON PLAN

Week:

Period:

Date of teaching:

TEXTBOOK: Tiếng Anh 3 Family and Friends - National Edition

UNIT 1: THIS IS YOUR DOLL.

Lesson One - Words / Part 1 (page 10)

A. DESIRED OBJECTIVES

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

1. Core competences

- Identify common toys.
- Understand a short story.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about their toys.
- *Problem-solving and creativity:* find out their toy likes.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary:* doll, ball, teddy bear, car.
- *Extra vocabulary:* bag.

2. Skills: Listening, Speaking and Reading.

C. RESOURCES AND MATERIALS

- Student book - page 10
- Audio tracks 12-14
- Flashcards 01-02, 18-21
- A bag (students' items can be used)
- Teacher's Guide
- Website *sachso.edu.vn*
- Computer, projector,

*Culture note: Toys

- Raise students' awareness of loving toys.
- Be kind to people.

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
WARM-UP/REVIEW (5 minutes) <i>Aim: To motivate students and help students to remember the commands.</i>	

*Game: “Simon says...” - Ask the students to stand at their desks. Explain that you are going to give instructions. If the instruction begins with the words <i>Simon says...</i> students must do as you say. If not, they must stand still and wait for the next instruction. Any student who gets this wrong is out of the game and sits down. - Model the activity, e.g. <i>Simon says stand up. Simon says open your book.</i> Intermittently, introduce an instruction that doesn't start with <i>Simon says</i> and see if any students follow the instruction. - Continue the game until there is one winner or a group of winners, if you prefer. - Call some volunteers to say the commands. - Praise the winner. □ Expected outcomes and assessment - <i>Task completed with excellence:</i> Students can remember the command correctly. - <i>Task completed:</i> Students can remember the command. - <i>Task uncompleted:</i> Students are unable to remember the command.	- Stand at their desks. Listen to the teacher's instructions. - Follow the teacher. - Play the game. - Say the commands.
PRESENTATION (10 minutes) <i>Aim: To help students identify common toys and pronounce the words correctly.</i>	
*Lead-in: Use Flashcards 1-2 to review the two characters and Flashcards 18-21 to present the vocabulary. - Review the characters <i>Rosy</i> and <i>Tim</i> using flashcards 1-2. - Hold up the toy flashcards and ask <i>What's this?</i> - Give the flashcards to different students. Ask one to stand and show the card for the class to shout the word. Repeat. - Divide the class into small groups. Give each group a set of student picture cards. Each group shuffles their cards and places them in a pile face down on the desk. - Have students take turns to turn over cards one at a time. - As each card is shown, students say what it is, e.g. <i>teddy bear</i>.	- Say the names of the characters <i>Rosy</i> and <i>Tim</i>. - Answer the question. - Stand and show the card for the class to shout the word. Repeat. - Work in groups. Hold the set of picture cards. Shuffles their cards and places them in a pile face down on the desk. - Take turns to turn over cards one at a time. - Say what it is, e.g. <i>teddy bear</i>.

- <i>Task completed:</i> Students can say the chant. - <i>Task uncompleted:</i> Students are unable to say the chant.	
PRODUCTION (10 minutes) <i>Aim: To help students remember food vocabulary and improve students' integrated skills.</i>	
*Game: "Mysterious bag" - Prepare some real toys (E.g. doll, ball, teddy bear, car) and a real bag. Ask students to say the names of the toys. - Put the toys into a bag. - Explain how the game is played. - Call each student to put his/her hand in the bag and try to identify the toys by feeling them. - Encourage students to say the name of the toys. - The student name the correct toy is the winner. - Praise the winner. Expected outcomes and assessment - <i>Task completed with excellence:</i> Students can remember common toys correctly. - <i>Task completed:</i> Students can remember common toys. - <i>Task uncompleted:</i> Students are unable to remember common toys.	- Say the names of the toys. - Listen to the teacher. - Put his/her hand in the bag and try to identify the toys by feeling them. - Say the name of the toys. - The student name the correct toy is the winner.
HOMEWORK (2 minutes) - Learn new words by heart. - Do the exercises in Workbook page 10. - Prepare for the next lesson (Unit 1 - Lesson 1/Part 2).	
REFLECTION 	