**LESSON PLAN – GRADE 4**

**UNIT 3: MY WEEK**

**Lesson 1 – Activity 1 - 3**

**I. OBJECTIVES**

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

**1.** **Language knowledge & skills**

- Correctly pronounce the words *Friday, Monday, Saturday, Sunday, Thursday, Tuesday, Wednesday*

- Use the words *Friday, Monday, Saturday, Sunday, Thursday, Tuesday, Wednesday* in relation to the topic “My week”;

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

**2.** **Competences**

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

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

**3.** **Attributes**

- Show pride in what they can do and great respect for other people’s abilities by using appropriate gestures and intonation when asking and answering about abilities.

**II.** **RESOURCES AND MATERIALS**

- Student’s book: Page 22

- Audio tracks 27, 28

- Teacher’s guide: Pages 39, 40, 41

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 3)

- Computer, projector, …

**III. PROCEDURE**

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** |
| **Warm-up and review:** 5 minutes | | |
|  | - Greet the class and encourage pupils to respond to the greeting.  **-** Have the whole class sing the song *What time do you go to school?* | Whole class |
| **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, using *What day is it today? – It’s \_\_\_\_\_.* | |
| 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 answers: 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 work  Pair work  Whole class  Pair work |
| **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 work    Pair work  Whole class/ Pair work |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | |
| a. Goal | To enhance the correct use of *What day is it today? –* \_\_\_\_\_. 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? – \_\_\_\_\_.* | |
| 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.  Give encouragement to the pupils’ performance | Whole class/ Individual work  Pair work |
| **Fun corner and wrap-up:** 5 minutes | | |
|  | Teacher gives some quesions and ask pupils to give the answers.  **Questions:**  1. Find the missing letter: Tu\_sday.  2. The three letters stand next to each other in all days of the week.  3. How many days are there except the weekend?  4. The day you have English lessons.  5. The day you can get up late. | Whole class |