GRADE 3

Period 42 UNIT 6: OUR SCHOOL

Lesson 3 –A 1-3/ Period 5

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| I. OBJECTIVES | |
| Language: | By the end of the lesson, pupils will be able to:  - correctly pronounce the sounds of the consonant clusters pl and cl in isolation, in the words playground and classroom and in the sentences Let's go to the playground. and Is that your classroom?;  - listen to and understand simple exchanges in relation to the topic  “Our school”;  - read and write about a school. |
| Core Competencies: | motivation, adaptability, problem-solving, integrity, communication |
| General Competences: | Listening: listen and recognize the sounds, then repeat.  Oral Communication: speak about school, ask and answer the questions  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups |
| Attributes: | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks  Leadership: collaborate with teachers to enhance language skills |
| II. RESOURCES AND MATERIAL: | |
|  | Student’s book Page 48  Audio Tracks 64, 65, 66  Teacher’s guide Pages 88, 89  Website sachmem.vn  Flash cards/ pictures and posters (Unit 6)  Computer, projector, … |
| III. PROCEDURE | Warm-up and review – Listen and repeat – Listen and circle – Let’s chant – Fun corner and wrap-up |

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| Procedure | Teacher’s activities | Pupils’ activities | Note |
| Warm-up and review: 5 minutes | | |  |
|  | Greet the class.  Option 1: Sing the song in Unit 6, Lesson 1.  - Ask pupils to sing the song.  - Invite some of them come to the board to role play, the rest of the pupils will sing.  Option 2: Game: Lucky number  Review the previous lesson by having the class play the game lucky number, using the model sentences: Is it our \_\_\_\_\_?/ Let’s go the \_\_\_\_\_\_\_\_\_.  Option 3: Game: Keep or give  - Divide the class into teams.  - Pupils take turns to answer the questions.  They can choose to keep the point(s) for their team or give it to the other team (whatever the score is).  - The team with more points is the winner. | Whole class    Group work    Individual work/ Group work |  |
| KNOWLEDGE CONSTRUCTION  Activity 1. Listen and repeat. 8 minutes | | | |
| a. Goal: | To correctly repeat the sounds of the consonant clusters pl and cl in isolation, in the words playground and classroom, and in the sentences Let's go to the playground. and Is that your classroom? with the correct pronunciation and intonation. | |  |
| b. Input: | – The consonant cluster pl, the word playground and the sentence Let's go to the playground.  –  The consonant cluster cl, the word classroom and  the sentence Is that your classroom? | |  |
| c. Outcome: | Pupils can correctly pronounce the consonant clusters pl and cl, the words playground and classroom, and the sentences Let's go to the playground. and Is that your classroom? with the correct pronunciation and intonation. | |  |
| d. Procedure: | Step 1: Draw pupils’ attention to the consonant cluster pl, the word playground, and the sentence Let's go to the playground. Play the recording and encourage them to point at the letter/ word/ sentence during their listening.  Step 2: Play the recording again and encourage pupils to listen and repeat. Do this several times until pupils feel confident. Correct their pronunciation where necessary and praise them if their pronunciation is good.  Step 3: Repeat Steps 1 and 2 for the consonant cluster cl. | Whole class/ Individual work Whole class/ Individual work  Whole class/ Individual work |  |
| PRACTICE: Activity 2. Listen and circle. 5 minutes | | | |
| a. Goal: | To identify the words classroom and playground while listening. | |  |
| b. Input: | Two sentences for completion with three options for each  Audio script:  1. Let’s go to the classroom.   2. Is that our playground? | |  |
| c. Outcome: | Pupils can identify the words classroom and playground while listening.  Key: 1. b    2. c | |  |
| d. Procedure: | Step 1: 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.  Step 2: 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.  Extension: Invite one or two pupils to stand up, listen and repeat the sentences. | Whole class/ Individual work  Pair work  Individual work |  |
| PRACTICE:Activity 3. Let’s chant. 8 minutes | | | |
| a. Goal | To say the chant with the correct rhythm and pronunciation. | |  |
| b. Input | The lyrics and recording of the chant | |  |
| c. Outcome | Pupils can say the chant with the correct rhythm and pronunciation. | |  |
| d. Procedure | Step 1: Draw pupils’ attention to the lyrics of the chant. Check comprehension of the lyrics and give feedback.  Step 2: Play the recording all the way through so that pupils can listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw their attention to the sounds of the consonant clusters cl and pl in the words classroom and playground in the chant.  Step 3: Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.  Step 4: Play the recording all the way through for pupils to say the chant. Encourage them to clap along while they chant.  Extension: Divide the class into two or more groups to take turns listening to and repeating the chant, while the rest of the class claps along. | Whole class/ Individual work  Group work    Group work  Individual work/ Whole class  Group work |  |
| Fun corner and wrap-up: 5 minutes | | |  |
|  | Option 1:  Use sachmem.vn, have pupils look at the words in the picture of Activities 1, 2 and repeat after the recordings.  Option 2:  Game: Chant  - Teacher can create a small competition for the pupils.  - Pupils work in groups. Try to learn the chant by heart.  - Teacher can ask them to say the chant loudly/ quietly/ happily/ sadly.  -  The group that performs the best is the winner. | Whole class    Group work |  |