***Grade 3***

Period: 49  **UNIT 7: CLASSROOM INSTRUCTIONS**

 **Lesson 3 –A 4-6/ Period 6**

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| **I. OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to:* read and match two sentences and two dialogues with four pictures.
* read, understand and complete the incomplete sentences by writing the correct words in the gaps.
* make classroom instructions, choose one from the box and read it to the classmates to act out.
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| **Core competencies** | communication, planning and organization, stress tolerance, and initiative |
| **General Competencies** | Listening: listen to some classroom instructionsCritical Thinking: read and match, do the projectSelf-control & independent learning: perform learning tasksCommunication and collaboration: work in pairs or groups Sociability: talk to each other, say good words to others |
| **Attributes** | Kindness: help partners to complete learning tasksDiligence: complete learning tasksLeadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** |
|  | * Student’s book Page 55
* Teacher’s guide Pages 98, 99
* Website *sachmem.vn*
* Flashcards/pictures and posters (Unit 7)
* Computer, projector…
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| **III. PROCEDURE** | **Warm-up and review – Read and match – Let’s write – Project – 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 7, Lesson 2.* Ask pupils to sing the song
* Invite some of them to come to the board to role play, the rest of the pupils will sing.

**Option 2**: Play game **Sit down, please!** (Unit 7, Lesson 1).* Ask pupils to give instructions for his / her group to act out.
* Give points for the groups and encourage them.

**Option 3**: **Game**- Divide the class into 2 teams. Each team chooses one arrow to go to the question. Have pupils listen and choose the right sentence. They will get points for the right answers.- Back to the menu for another question.- Pupils take turns to play until they get all the arrows.- The team with more points is the winner. | Whole classGroup workIndividual work/ Group work |  |
| **PRACTICE: Activity 4. Read and match.** 8 minutes |
| a. Goal: | To read and match two sentences and two dialogues with four pictures. |  |
| b. Input: | Four picture cues, two sentences and two dialogues to match |  |
| c. Outcome: | Pupils can read and match two sentences and two dialogues with four correct pictures.**Key: 1.** d    **2.** c    **3.** a    **4.** b |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the sentences / exchanges and the pictures. Tell them about this activity and give pupils an example by getting them to read the first sentence in chorus. Draw a line to match it with Picture d.**Step 2:** Give pupils time to do the task individually or in pairs. Go around the classroom to offer support.**Step 3:** Get pupils to swap books with a partner to check answers as a class. Write the correct answers on the board for them to correct their answers | Whole classIndividual work/ Pair workPair work |  |
| **PRODUCTION: Activity 5. Let’s write.** 9 minutes |
| a. Goal: | To read, understand and complete the incomplete sentences by writing the correct words in the gaps. |  |
| b. Input: | Two incomplete sentences and two incomplete dialogues |  |
| c. Outcome: | Pupils can read, understand and complete six sentences by writing the correct words in the gaps.**Key: 1.** book(s) **2.** Stand **3.** come; Yes **4.** speak; can’t |  |
| d. Procedure: | **Step 1:** Write the first incomplete sentence on the board: *1. Open your , please!***Step 2:** Read the incomplete sentence as a class. Elicit the word pupils have to write in the first gap and encourage them to say it.**Step 3:** Give pupils time to write down the answer.**Step 4:** Repeat Steps 1 to 3 for the other sentences.**Extension**: Invite one or two pupils to stand up, listen and repeat the sentences**.** | Whole class/ Individual workIndividual worl/ Pair work |  |
| **PRODUCTION: Activity 6. Project.** 8 minutes |
| a. Goal: | To make classroom instructions, choose one from the box and read it to the classmates to act out |  |
| b. Input: | Pieces of paper in which pupils write classroom instructions *(E.g. Stand up / Sit down, please! Close / Open your book(s), please! Go to the board, please! Go there / Come here, please! Tell me / Spell your name, please! etc.)* |  |
| c. Outcome: | Pupils can write instructions, choose one and read it to the classmates to act out. |  |
| d. Procedure: | **Step 1:** Put pupils into groups or ask the whole class to work together.**Step 2:** Tell pupils to write instructions on their sheets of paper, then fold and put them in a box. Explain that each pupil writes just one instruction.**Step 3:** Get each pupil to choose one instruction in the box then read it to the group/ whole class to act out.**Step 4:** Give pupils enough time to complete each step. Go around the classroom to monitor and offer support.**Extension:** Create a class display using the pictures and vote for the most creative.Note: If there is not enough time to complete the project in class, set it as homework and check by giving pupils time to share their work in the next lesson**.** | Whole class/ Group workGroup workGroup work/ Whole classIndividual workIndividual work/ Whole class |  |
| **Fun corner and wrap-up:** 5 minutes |
|  | **Option 1**:Use *sachmem.vn*, have pupils look at the words in the picture and repeat after the recording.**Option 2:****Game: 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 that makes it first will be the winner.
 | Whole classGroup work |  |

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