***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. |
| **Core competencies** | communication, planning and organization, stress tolerance, and initiative |
| **General Competencies** | Listening: listen to some classroom instructions  Critical Thinking: read and match, do the project  Self-control & independent learning: perform learning tasks  Communication and collaboration: work in pairs or groups  Sociability: talk to each other, say good words to others |
| **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 55 * Teacher’s guide Pages 98, 99 * Website *sachmem.vn* * Flashcards/pictures and posters (Unit 7) * Computer, projector… |
| **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 class    Group work    Individual 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 class  Individual work/ Pair work  Pair 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 work  Individual 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 work  Group work  Group work/ Whole class  Individual work  Individual 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 class    Group work |  |

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