

Giáo án Tiếng anh 3 - Tuần 3

Week 3. Period 5. Unit 2. Lesson 2		
Objectives:	<i>Ss will be able to spell a name and ask how to spell a name.</i>	
Language focus:	<ul style="list-style-type: none"> - <i>New words: spell, do, how, you,</i> - <i>Structures: How do you spell your name?</i> <i>N-A-M</i> 	
Resources:	<i>Ss' book, recording, fresh cards, puppets, posters, ...</i>	
PROCEDURE		
Steps	Learning activities	Modes
1. Warm-up (5 minutes)	<ul style="list-style-type: none"> - Spend a few times revising <i>What's your name?</i> and <i>I'm + (name)</i>. Call a few pairs to do the dialogue in front of the class. Then get the class sing <i>The alphabet song</i>. 	Groups
2. Look, listen & repeat (10 minutes)	<ul style="list-style-type: none"> - Tell pupils that they are going to spell their names. Draw pupils' attention to the first picture and elicit the names of characters and what they say. Give feedback. Get pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture. Explain how to spell one's name, e.g. Linda. Have pupils practice spelling several times. - Do choral and individual repetition, pointing to the characters speaking. - Play the recording for pupils to listen and say along. 	Whole class
3. Point & say (10 minutes) - <i>New words: spell, do, how, you,</i> - <i>Structures: How do you spell your name?</i> <i>N-A-M</i>	<ul style="list-style-type: none"> - Tell pupils that they are going to practice spelling names. Draw pupils' attention to the first picture. Elicit the names of characters and what each one says. Fill in the bubbles. Put the question and answer on the board. Have pupils repeat the language a few times. Repeat the procedure with the second picture. - Do choral and individual repetition of the letters in focus (L, I, N, D, A, Q, U, P, E and R) before having pupils drill the spelling - Get pupils to work in pairs. Check as a class. 	Individuals Pairs
4. Let's talk	<ul style="list-style-type: none"> - Tell pupils that they are going to practice 	

(10 minutes)	<p>more with their friends. Draw pupils' attention to the picture and elicit the characters' names and the words to fill the gaps. Put them on the board and have pupils repeat the questions and the answers a few times. Call an open pair to give a demonstration. Correct pronunciation, if necessary.</p> <ul style="list-style-type: none"> - Get pupils to work in pairs or in groups of four, using the characters' names in the book or their own names. - Call a few pairs to do the dialogue in front of the class. 	
5. Home-link (3 minutes)	- Practice spell names.	Whole class

Week 3. Period 6. Unit 2. Lesson 3		
Objectives:	<i>Ss will be able to pronounce the sounds of the letters m and p in the words Peter and Mai respectively.</i>	
Language focus:	<i>Phonics: p and m</i>	
Resources:	<i>Ss' book, recording</i>	
PROCEDURE		
Steps	Learning activities	Modes
1. Warm-up (5 minutes)	Get pupils to sing <i>The alphabet</i> song and play the <i>Spelling and writing</i> game, using Mai, Linda, Peter, what and the names of a few pupils.	Groups
<i>Phonics: p and m</i>	<ul style="list-style-type: none"> - Tell pupils that they are going to practice saying the letters, words, and sentences in the book. Put the phonics letters m and p on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident 	Whole class Individuals Pairs Groups
3. Listen & write (10 minutes) Key: 1. Peter	<ul style="list-style-type: none"> - Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation. 	

2. Mai	<ul style="list-style-type: none"> - Have pupils swap and check their answers before checking as a class. Write correct answers on the board for pupils to copy down into their notebooks. - Get pupils to work in pairs and practice saying the sentences. 	
<p>4. Let's chant (10 minutes) The chant <i>What's your name?</i></p>	<ul style="list-style-type: none"> - Tell pupils that they are going to say the <i>What's your name?</i> chant. Read the chant and check comprehension. - Play the recording a few times for pupils to do choral and individual repetition. Show pupils how to chant and do the actions. Call two groups of four to give a demonstration. - Get groups of pupils to sit face to face and practice chanting and doing the actions. Go around to offer, if necessary. - Call two groups of six to the front of the class to chant and do the actions. The rest of the class claps along to the rhythm. 	Whole class
5. Home-link (3 minutes)	Practice the <i>What's your name?</i> chant at home.	Whole class

