**KẾ HOẠCH BÀI DẠY CHUYÊN ĐỀ CỤM**

**MÔN TIẾNG ANH LỚP 3**

**GV dạy: Nguyễn Thị Cúc**

**Ngày dạy: 21/10/2022**

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**UNIT 4: OUR BODIES**

**Lesson 1: Part 1,2,3**

**I. OBJECTIVES**

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

**1. Knowledge**

- Use the lexical items related to the topic "Body parts".

- Use the structure “What’s this? / It’s \_\_\_\_\_.” to ask and answer about someone’s body parts.

**2. Skills**

- Improve listening and speaking skills when asking and answering about body parts.

- Be confident when communicate with their friends and others in the similar situation.

- Develop self- study, critical thinking skill

**3. Attitude**

- Have good attitude to cooperate

- Have right and friendly attitudes with friends, teachers in the new lesson.

- Protect their bodies.

**II. PREPARATION**

1. Teacher : Lesson plan, textbook, audio, power point, Flashcards, sticky ball.

2. Student: textbooks, notebooks, extra board, pens, pencils, crayons.

**III. PROCEDURE**

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| **Content** | **Teacher's activities** | **Students' activities** |
| **I. Warm up**\* Aim: Get Ss excited, revise the words about the topic: body parts**II. New lesson****Task 1: Look, listen and repeat**\* Aim: *To set up the situation to ask and answer about some places to work***\* New words**Aim: *To learn some new words of body parts***Task 2: Listen, point and say.**\*Aims : To *take out the patterns and practice asking and answering about body parts***Task 3: Let's talk**\* Aims : *To offer Ss further practice on the words and the structure.* **III.** **Learning** **Orientation****IV. Summary**\*Aim*: review quickly the content of the lesson.* | - Divides the class into 2 teams. Tells Ss that they are going to sing the song:“head, shoulders, knees and toes”. - Instructs students how to sing and act.- Organizes Ss to sing and act. Set the time of 2 minutes- Gives comment to the students' result, encourage students by giving compliment and rewarding.- Lead to the new lesson by asking Ss to guess the topic that they are going to learn today.- Asks Ss to have a look at the main task on page 28, try to find out what they have to do.- Points to four pictures , asks Ss to elicit the names of the characters and what they are doing. Check their comprehention by asking :*+ Look at the pictures, Is this Ben?/ Is this Lucy? Who is this?* *+ What are they talking about?*- Plays through the recording and asks Ss to point to the appropriate line in their book.Gets Ss listen again and repeat one by one. - Organizes the class to work in pairs to read the dialogue. Observes to make sure that all Ss get involved; provides some help if necessary; encourages some shy Ss to take part in the activity. Set the time of 2 minutes.- After 2 minutes, invites 2-3 pairs to practice in front of the class. - Gives the final feedback about pronunciation mistakes, appreciates the Ss’ work and gives compliments and points.Encourage Ss to discover the model sentence. *+ What’s this?**+ It’s a nose.*- Ask the class practise asking and answering . Leads to the Activity 2.- Uses the flashcards to teach the words *a face, a hand, an eye, an ear.* Asks Ss to read after the teacher twice and gives the meaning of the words by using the pictures and point to teacher’s body. - Game: Who is faster?+ Shows four flashcards of body parts and asks Ss to say aloud.+ Instructs Ss play the game. Checks their understanding.+ Organizes Ss to play the game.- Gives feedbacks, compliments and stickers.- Asks Ss to have a look at the main task, try to find out what they have to do.- Tells Ss that they are going to ask and answer about body parts, using *What’s this?* *It’s \_\_\_\_\_.* - Shows a flashcard of the words *a face;* makes a question " *What’s this?" .* Get Ss to answer it. ***Expected answer****: It’s a face.*- Gives the feedback about the sentence and gives compliments. Has Ss to read them in pairs and in chorus.- Organizes the class to work in pairs to practise about pictures a,b,c ,d ( Student A asks, B answers, then changes roles; set the limited time of 2 minutes. Observes to make sure that all sts get involved. Gives help if necessary.- Invites some Ss to perform in front of the class, using a sticky ball to choose the flashcard of a body part. Gives feedback, appreciates the Ss’ work and gives points. *What’s this?* *It’s \_\_\_\_\_\_\_.*- Give final feedbacks, compliments and stickers.- Assists the class to repeat the structures. Lead to the Activity 3.\* **Mind map**- Tells that they are going to make a mind map to review all new words they have learned.- Gives the topic and instructs Ss to do the task: + Step 1: Put the topic in the middle, the top, the bottom, the left or the right of extra board, it’s up to Ss.+ Step 2: add branches to the topic. Encourages Ss add more branches. - Divides class into 4 groups of 6. Delivers an extra board to each group.- Set limited time of 3 minutes to do the task. Goes around the class to help Ss (if necessary).- After 3 minutes, invites each group to present their mind maps. Gives feedback, appreciates the Ss’ work and gives points.- Ask Ss to look at the task 3, try to discover what they have to do. - Introduce the activity by saying: *Now you are going to interview your partners about your body parts.**-* Interacts with a student to ask and answer questions about the body parts as an example. Have the class to repeat.- Organizes the class to work in pairs to practise about their body parts. Set the limited time of 3 minutes. Go around to offer help ( if necessary)- Invites some pairs to perform in front of the class. Encourages Ss to point to their body parts.- Gives the final feedback about pronunciation mistakes, appreciates the Ss’ work and gives compliments, points and award stickers to the winner.- Asks Ss to how to protect the body and educates Ss need to have good habits.- Summarizes the main points of the lesson by giving some a mind map. Asks Ss to read the new words and the structure. - Feedbacks then decide the winners by choosing the group with the highest point |  Individual, listen to the teacher to know what song they will sing and the team they belong to.- Whole class, listen carefully to the teacher and try to understand how to act- Whole class, sing and act.- The whole class listens to the teacher's comment and score points for their teams.- The whole class listens to the teacher. One student volunteer to give a short answer: *We are going to learn about body parts. Be ready to the new lesson*- Look at the task and discuss together to understand the requirements.- Individual, look at the pictures, call out the names: Bill and Mai and guess what topic they talk about. Answer some questions from the teacher.- The whole class look at their books, listens and points to each line.Individual, listen and read aloud, focus on the pronunciation and intonation. - Work in pairs, Student A and B act as Bill and Mai, then change roles.Offer help from the teacher if necessary. - Ss work in pairs to act out the dialogue. Others listen and give comments orally if it's wrong about the word or pronunciation. - Listen and get experiences from this activity. Give a big hand for the best pair. The whole class find out and underline the model sentence in their books, some Ss volunteer to say aloud the model sentence. - In groups, one group reads the question, another reads the answer, then changes roles. - In groups, listen carefully and take turn to read through the words, take notes and remember; focus on the word stress.The whole class looks at the board and read aloud- Whole class, listen to teacher to know how to play the game and say aloud.- In groups, play game.- Listen to the teacher's comments and get the stickers- In pairs, look at the task and discuss together to discover the requirements.- Individual, Ss listen to the teacher, try to understand the structure.- The whole class listens, try to find out the answer,some Ss volunteer to give quick answers. - Remember and take notes in to their notebooks. In pairs/ in chorus, Ss read aloud the question and the answer.aloud.- In pairs, ask and answer with their partners, using the model. Use intonation as natural as possible. Ask the teacher for help if necessary.- Perform in closed / opened pairs, some ss can give further comments, focus on the pronunciation and structures; get the points- Take notes in their notebooks- Listen to the teacher's comments and get the stickers- Read in chorus and be ready to next activity.- Whole class, listen to the teacher- In groups , listen to the teacher to know how to do the task.- In groups, receive the extra board and prepare pens, crayons to draw- In groups, make a mind map. Ask the teacher if they need any help.- In pairs, report their result. Listen to the teacher and get experience from it.- Look at the task and find out the requirement.- The whole class listens, try to understand the requirement.- Individual, listen and interact to T by answer the question and then take turn. The whole class repeats the model.- Ss go around the class to practise with their classmates, using the structure. Use intonation as natural as possible.Get back to the seats when finishing the interview. Ask the teacher if they need any help.- In pairs, perform.- Listen to the teacher, think about their mistakes ang get experience from this activity.- Whole class, listen to the teacher ; volunteers say the way to protect their bodies.- The whole class listens and reads aloud- The winners receive sticker. |

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*Tiền Tiến, ngày 19 tháng 10 năm 2022*

**Kí duyệt của Ban giám hiệu**