

LESSON PLAN

Subject: English 5

Week: 31 - Period: 121

UNIT 8: WEATHER

Lesson 2.2 (SB page 110 + WB page 75)

1. Objectives:

- Knowledge: By the end of this lesson, students will be able to
 - + Identify the /aɪ/ sound and practice the conversations.
 - + Use Vocabulary: *humid, dry, calm, breezy, clear, gray.*
 - + Model sentences: - *It's humid today.*
- *Oh, then I'm going to visit the water park*
- Skills: Develop Listening, Reading, Writing, and Speaking.
- Attitudes: Ss focus on the lesson, support their friends, and work hard to complete the learning tasks or play the games.

2. Teaching – Studying aids:

- Teacher's aids: Student's Book, Class CDs, Flashcards, DCR & DHA
- Student's aids: Student's Book, Workbook, Notebook.

3. Procedures:

Time	Teaching contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 mins	I. Warm up: * To help students review items about types of weather	- Playing the game: “ beanbag circle ”. - Put some flashcards in a bag. Have students sit in a circle. - They pass the bag around the circle while music plays in the background. When the music stops, the person holding the “beanbag”, takes out a flashcard in the bag and says the word	- Listen to their teacher's instructions. - Play the game.	flashcards
10 mins	II. Presentation: C1. Listen and repeat (CD3 Track 34) * To help the students identify the /aɪ/ sound and say it in the chant. 2. Chant. Turn to page 126 (CD3 Track 35)	- Draw attention to the intonation. - Briefly explain and demonstrate the intonation. - Play audio (using DCR). Have Ss listen and notice the intonation. then listen and repeat. - Write the examples on the board. - Play audio (using DCR). Have Ss listen. - Point to a sentence on the board, say with the intonation and have Ss listen and repeat. Follow the same with the other. - Play audio. Have Ss listen and clap along with the stress as they hear and chant.	- Listen and follow their teacher's instructions. - Listen and notice the intonation. - Listen and repeat. Follow their teacher's instructions. - Listen and follow their teacher's instructions. - Listen, point and say. - Listen and clap. Listen and chant.	flashcards Student's book DCR on Eduhome CD

10 mins	III. Practice: D1. Describe the comic. Use the new words. Listen (CD3 Track 36) <i>* To help students identify the people and things in the story and practice listening and number the right words</i> 2. Listen and write. (CD3 Track 37) 3. Role play	- Introduce the situation: "It's Saturday, and Tom wants to fly a kite..." - Have Ss look at the story and ask these questions: • Who can you see? • What are they doing? • What's the weather like in the last panel? - Play audio, have Ss look and listen. - Play the audio (using DCR) and demonstrate the activity using the example. - Play the audio, have Ss listen and write. Then check answers - Divide the class into pairs. - Have Ss practice saying the sentences. - Have some pairs demonstrate in front of the class.	- Listen to their teacher's introduction about the situation. - Look at the story and answer their teacher's questions - Listen to the story. - Listen and follow their teacher's demonstration. - Listen to the story and write. - Listen and check - Work with their partner to complete the task. - Practice saying the sentences and demonstrate	Student's book DCR on Eduhome Student's book
5 mins	IV. Production: Make their own stories. <i>* To help them practice the stories and use their own ideas.</i>	- Have Ss work in pairs. Ask them to choose one of the stories from <i>Part 2 – Listen and circle</i> as a sample. - Give Ss enough time to make their stories Support if needed. - Invite some pairs to present in front of the class. Give feedback and correct.	- Work with their partner to complete the task. - Make their stories using their own ideas. - Present their stories in front of the class.	Student's book Notebook
5 mins	V. Consolidation – homelink: <i>* To help Ss review the lesson by rearranging the sentences to make a meaningful conversation.</i>	- Let Ss to work in groups of 4 or 5. Give each group a set of sentences and ask them to make a meaningful conversation. Check and correct. - Ask Ss to do exercises on page 75 in the WB and prepare Parts E and F for the next lesson.	- Work with their partner to complete the task. - Follow their teacher's instructions. - Do homework, copy the new words, and prepare the new lesson.	Workbook Notebook

4. Reflection

1. What I liked most about this lesson today:
2. What I learned from this lesson today:
3. What I should improve for this lesson next time:

LESSON PLAN
Subject: English 5
Week: 31- Period: 122

UNIT 8: WEATHER
Lesson 2.3 (SB page 111 + WB page 75)

1. Objectives:

- Knowledge: By the end of this lesson, students will be able to
 - + Talk about types of weather.
 - + Use Vocabulary: *humid, dry, calm, breezy, clear, gray.*
 - + Model Sentences: - *It's humid today.*
 - *Oh, then I'm going to visit the water park.*
- Skills: Develop Reading and Speaking.
- Attitude: Ss focus on the lesson, support their friends, and work hard to complete the learning tasks or play the games.

2. Teaching – Studying aids:

- Teacher's aids: Student's Book, Class CDs, Flashcards, DCR & DHA
- Student's aids: Student's Book, Workbook, Notebook.

3. Procedures:

Time	Teaching contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 mins	I. Warm up: Play “Jump” * To help the students review verbs and lead in the new lesson.	Vocabulary: <i>humid, dry, calm, breezy, clear, gray.</i> - Ask the children to stand at their desks. - Hold up a flashcard from the vocabulary set and say a word. - If the word is the same as the flashcard, they jump. If it isn't, they keep still.	- Follow their teacher's instructions before playing the game. - Play the game.	flashcards
10 mins	II. Presentation: Present the sentence pattern * To help students talk about the types of weather and things they are going to do correctly.	- Use DCR on Eduhome to show the class the sentence structure on Part E, page 111 in their Student's Book. - Give the students enough time to look at the target sentence structure and have them read it silently. - Ask some Ss to read the sentences. Control the class and give them help if needed.	- Listen and follow their teacher's instructions. - Look at the target sentence structure on the screen and read it silently. - Read the sentences.	Student's book DCR on Eduhome
10 mins	III. Practice: * To practice what they and their friends did by using the given words. E1. Point, ask, and answer.	- Divide the class into two pairs. - Demonstrate the activity using the speech bubbles. - Have Student A point and ask, have Student B answer. - Swap roles and repeat. - Afterwards, have some pairs demonstrate the activity	- Work with their partner to complete the task. - Follow their teacher's instructions. - Present their work in front of the class.	Student's book

	E2. List other types of weather. Practice again.	- Have Ss work in the same pairs. Have pairs list other places and descriptions for each one. - Practice the activity again. \ - Swap roles and repeat. Then demonstrate.		
5 mins	IV. Production: * To help them talk about the types of weather and things they are going to do. F. Play the Chain game. Give true statements.	- Have students look at the example. - Divide the class into groups. - Have the students stand up. - Have Student A turn to Student B and say a true statement about themselves. - Next, have Student B turn to Student C and say a true statement about themselves. - Continue until all students have practiced. Have some groups demonstrate the activity in front of the class.	- Work in groups. - Carefully listen to and follow their teacher's instructions. - Say true statements.	Student's book
5 mins	V. Consolidation – homelink: *To help the students remember the target sentence structures.	- Ask the students to focus on the language structures: <i>It's humid today.</i> <i>Oh, then I'm going to visit the water park</i> - Randomly invite some pairs to practice the structures. - Show the flashcards about types of weather to the students so that they take turns making sentences. - Correct the students' mistakes if needed. - Require the Ss to practice the structure at home. Ask them to prepare Parts A and B, Lesson 3, Unit 8 on page 112 in the Student's Book.	- Follow their teacher's instructions before playing the game. - Work with their partner to complete the task. - Make sentences using the target pattern sentence structures. - Practice the structure at home. - Prepare the new lesson.	Workbook Notebook

4. Reflection

1. What I liked most about this lesson today:
2. What I learned from this lesson today:
3. What I should improve for this lesson next time:

LESSON PLAN
Subject: English 5
Week: 31- Period: 123

UNIT 8: WEATHER
Lesson 3.1 (SB page 112 + WB page 76)

1. Objectives:

- Knowledge: By the end of this lesson, students will be able to
 - + talk about future weather and the things they're going to do.
 - + Use vocabulary: *snowstorm, thunderstorm, rainstorm, flood, sunshine, shower.*
 - + Model sentences: - *There will be some showers, so I'm going to bring my umbrella.*
 - Skills: Develop Listening, Reading, Writing, and Speaking.
- Attitude: Ss will be confident in supporting their friends, and work hard to complete the learning tasks or play the games.

2. Teaching – Studying aids:

- Teacher’s aids: Lesson plan, Student’s Book, Audio, Flashcards, DCR & DHA on Edu home, Projector/Interactive Whiteboard /TV, P Point slides.
- Students’ aids: Student’s Book, Workbook, Notebook.

3. Procedures:

Times	Teaching contents	Teaching activities		Materials
		Teacher’s activities	Students’ activities	
5 mins	<u>I. Warm up: Play the “Vocabulary race”</u> * To help the students review vocabulary about weather, activities and adverbs of time and lead in the new lesson.	- Divide the class into two teams to play the game. -Draw four columns for Teams A, B, C, and D on the board. -Give a marker to the first student of each team. Say “1 2 3” and then the students run quickly to write a word. Have them one minute to write the words on the board	- 2 groups - Listen to the instructions - Try to guess it.	Flashcards
10 mins	<u>II. Presentation:</u> A1. Listen and point. Repeat. (CD3 Track 38) * To help the students recognize, ask and recognize and say the types of weather. - New words: <i>snowstorm, thunderstorm, rainstorm, flood, sunshine, shower</i> A2. Play Board race game <u>III. Practice:</u> B1. Listening and practice. (CD3 Track 39)	- Arrange the flashcards (<i>types of weather</i>) on the board. -Use DCR on Eduhome to play the audio +1 st : point to each flashcard. +2 nd : point to the pictures in their S.B +3 rd : listen and repeat. - Help them with their pronunciation if necessary. Have the class work in pairs.	- The whole class - Listen and follow - Point to the pictures in - Listen and repeat. - Complete the task.	Audio Student’s book

10mins	<i>* To practice asking and answering about future weather and things they are going to do correctly and fluently.</i>	- Arrange the flashcards on the board and guide Ss to play. - Use DCR on Edu home to show the useful language and have Ss look and read the useful language silently. - <i>There will be some showers, so I'm going to bring my umbrella.</i> - Explain the concept meaning of the language. - Play the audio and have them look at the useful language. Then ask Ss to work in pairs and practice using the vocab from Part A.	- The whole class - Look and read - Pair work - Practice the useful language.	Whiteboard Audio Audio
5 mins	2. Look and write. Practice.	- Demonstrate the activity using the example. - Ask Ss to look and write their answers in their SB. - Let Ss check each other's work in pairs. - Use DCR on Edu home to check the answers.	- The whole class - Look and write in SB.	Edu home Flashcards
5 mins	<u>IV. Production:</u> Use DHA on Edu home <i>*To help them remember the vocabulary and sentence pattern.</i> <u>V. Consolidation – homelink:</u> <i>* To help students remember and pronounce the vocabulary items.</i>	- Open DHA (Unit 8 – Lesson 3) on Edu home to help students review the vocabulary through games: Look and find, Listen and find, and Grammar. - Ask the students to focus on the language structures - Show the flashcards and invite some pairs to practice the structure. - Ask Ss to do exercises on page 76 in the Workbook. - Have them copy each new word six times in their Notebook, prepare Parts C and D- Unit 8- Lesson 3	- The whole class - Play the game - Work with their partner to complete the task. - Ask and answer the questions using the target pattern sentence structures.	Edu home Flashcards Workbook

4. **Reflection**

1. What I liked most about this lesson today:
2. What I learned from this lesson today:
3. What I should improve for this lesson next time:

LESSON PLAN
Subject: English 5
Week: 31- Period: 124

UNIT 8: WEATHER
Lesson 3.2 (SB page 113 + WB page 77)

1. Objectives:

- Knowledge: By the end of this lesson, students will be able to
 - + Identify the /ɔ:/ sound and talk about future weather and the things they're going to do.
 - + Use Vocabulary: *snowstorm, thunderstorm, rainstorm, flood, sunshine, shower.*
 - + Model sentences: *There will be some showers, so I'm going to bring my umbrella.*
- Skills: Develop Listening, Reading, Writing, and Speaking.
- Attitudes: Ss focus on the lesson, support their friends, and work hard to complete the learning tasks or play the games.

2. Teaching – Studying aids:

- Teacher's aids: Student's Book, Class CDs, Flashcards, DCR & DHA
- Student's aids: Student's Book, Workbook, Notebook.

3. Procedures:

Time	Teaching contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 mins	I. Warm up: * To help students review items about types of weather and lead in the new lesson.	- Playing the game: “ Circle jump ”. - Divide the class into two groups and make two lines. - Draw two large circles on the ground with chalk. - Place a flashcard in circle. Call out a word, and a student has to run and stand inside the corresponding circle quickly. Ask them to say the word	- Listen to their teacher's instructions. - Play the game.	flashcards
10 mins	II. Presentation: C1. Listen and repeat (CD3 Track 40) * To help the students identify the /ɔ:/ sound and say it in the chant. 2. Chant. Turn to page 126 (CD3 Track 41)	- Draw attention to the intonation. - Briefly explain and demonstrate the intonation. - Play audio (using DCR). Have Ss listen and notice the intonation. Then listen and repeat. - Write the examples on the board. - Play audio (using DCR). Have Ss listen. - Point to a sentence on the board, say with the intonation and have Ss listen and repeat. Follow the same with the other.	- Listen and follow their teacher's instructions. - Listen and notice the intonation. - Listen and repeat. Follow their teacher's instructions. - Listen and follow their teacher's instructions. - Listen, point and say. - Listen and clap. Listen and chant.	flashcards Student's book DCR on Eduhome CD

		- Play audio. Have Ss listen and clap along with the stress as they hear and chant.		
10 mins	III. Practice: D1. Describe the comic. Use the new words. Listen (CD3 Track 42) <i>* To help students identify the people and things in the story and practice listening and number the right words</i> 2. Listen and write. (CD3 Track 43) 3. Role play	- -Introduce the situation: <i>"Tom wants to go out..."</i> - Have Ss look at the story and ask these questions: • <i>Who can you see?</i> • <i>What's Tom doing?</i> • <i>What types of weather can you see?</i> Play audio, have Ss look and listen. - Play the audio (using DCR) and demonstrate the activity using the example. - Play the audio, have Ss listen and write. Then check answers - Divide the class into pairs. - Have Ss practice saying the sentences. Have some pairs demonstrate in front of the class.	- Listen to their teacher's introduction about the situation. - Look at the story and answer their teacher's questions Listen to the story. - Listen and follow their teacher's demonstration. - Listen to the story and write. Listen and check - Work with their partner to complete the task. - Practice saying the sentences and demonstrate	Student's book DCR on Eduhome Student's book
5 mins	IV. Production: Make their own stories. <i>* To help them practice the stories and use their own ideas.</i>	-Have Ss work in pairs. Ask them to choose one of the stories from <i>Part 2 – Listen and circle</i> as a sample. - Give Ss enough time to make their stories Support if needed. - Invite some pairs to present in front of the class. Give feedback and correct.	- Work with their partner to complete the task. -Make their stories using their own ideas. -Present their stories in front of the class.	Student's book Notebook
5 mins	V.Consolidation – homelink: <i>* To help Ss review the lesson by rearranging the sentences to make a meaningful conversation.</i>	- Let Ss to work in groups of 4 or 5. Give each group a set of sentences and ask them to make a meaningful conversation. Check and correct. -Ask Ss to do exercises on page 77 in the WB and prepare Parts E and F for the next lesson.	-Work with their partner to complete the task. -Follow their teacher's instructions. - Do homework, copy the new words, and prepare the new lesson.	Workbook Notebook

4. Reflection

1. What I liked most about this lesson today:
2. What I learned from this lesson today:
3. What I should improve for this lesson next time: