**Week 8 UNIT 3:COLORS**

**Period 15- 16 Lesson 1**

1. **Objectives:**

 By the end of this lesson, students can name the basic colors.

1. **Teaching aids:**

 **Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.

 **Students’ aids:** Student books, notebooks, workbooks.

1. **Languages focus:**

 **Vocabulary:**red, yellow, blue

 **Structure:**

* It’s (red).
1. **Procedures:**

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| **Steps** | **Activities** | **Organization** |
| **Warm-up** | **Option 1:****Guessing game*** Students work in groups.
* Show a half of a picture of a school thing.
* Students work in groups to try to guess what object in the picture is.
* The students who gives a correct guessing will get one point.
 | * Teacher – whole class/ groupwork/ individuals
* Teacher – whole class
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| **New lesson** | **A- Listen and point. Repeat.**CD1- Track 38* Use flashcards, crayons or colored pencils to introduce the new words: red, yellow, blue
* Have students listen to each new word.
* Have students listen to each new word and repeat all together and individually. Correct student’s pronunciation if it’s necessary.
* Arrange the flashcards on the board. Play audio and have students listen and point to the pictures in their books.
* Play audio again and have students listen, repeat several times.
* Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.
* Have students work in pairs, one of them points to the picture in the book and the other says the word.
* Have students hold up their crayons/ colored pencil that is red, yellow or blue and say that color.

**B- Listen and point.**CD1- Track 39* Have students look at the picture, identify details (if they can) and colors in the picture.
* Introduce the situation.
* Play audio and have students look at the picture.
* Demonstrate the activity by pointing to the new vocabulary items.
* Play audio. Have students listen and point.
* Have students work in pairs, one point to the color and one say it out loud.

**C- Sing.**CD1- Track 40* Have students turn to page 68.
* Read the lyrics as a whole class.
* Play audio and have students listen.
* Play audio again and have students listen and sing along.

**D- Point and say.*** Have students look at the pictures and identify the things. Ask them to tell the colors.
* Divide the class into pairs.
* Have Student A point to the pictures and Student B say, e.g. "It's red." Swap roles and repeat.
* Afterwards, have some pairs demonstrate the activity in front of the class.

**E- Play “ Find the color”*** Have students work in groups of four.
* Have students look at the example.
* Have students take turns coming to the front of the class and give some examples.
* Have the other students try to find objects that are the same color and say the sentence.
 | * Teacher – whole class/ individuals
* Teacher-whole class/ individuals/ pair work

Teacher-whole class* Teacher – whole class/ individuals
* Teacher – groups/ individuals
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| **Wrap-up** | **Option 1:Spelling game*** Dividetheclass into two teams and playa spelling game.Writethe words *red, yellow, blue*on theboardwith oneoftheletters missing.Holdup therelevant card.Children shout out thewordand themissing letter.
* Teams taketurns. Awarda point foreach correctanswer.
 | * Teacher – whole class/ teamwork
* Teacher – whole class/ Team work
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