**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 |
| **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 |