Date of planning: / / Date of teaching: / /

**UNIT 3: COLORS**

**(6 periods)**

1. **Objectives:**

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

By the end of this lesson, students will review /æ/ , /b/, /k/ and /d/ sounds.

By the end of this lesson, students will be able to identify the color of objects and show gratitude.

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** | **Week 8- Period 15- 16: Lesson 1**  **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.   **Option 2:**  **True or False” Line.**   * Put a line of tape on the floor and designate one side "True" and the other "False". * Hold up an object or flashcard and say its word. If students think the word you have said is the correct word, they jump to the “True” side. And if not, they jump to the “False” side. * Students that jump to the wrong side are out of the game and sit down. | * 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** | | **Week 9- Period 17- 18: Lesson 2**  **Option 1: Spelling game**   * Divide the class into two teams and play a spelling game. Write the words *red, yellow, blue* on the board with one of the letters missing. Hold up the relevant card. Children shout out the word and the missing letter. * Teams take turns. Award a point for each correct answer.   **Option 2: : Swat the fly.**   * Students work in groups. Each group has a fly swatter. * Place pictures of colors on the board. * Call out a word. * Students compete to swat the correct picture and make a sentence about the word they have swatted. *E.g. It’s red.* * The winner will get 1 point for his/her group. | | * Teacher – whole class/ teamwork * Teacher – whole class/ Team work | |
| **Steps** | | **Activities** | | **Organization** | |
| Warm-up | | **Option 1: Sing The alphabet song**   * Play the alphabet song and have students listen. * Play audio again and sing the song. * Put the flashcards on the board for the letters in red (a , b , c, and d). Point to each flashcard, call out the letter's name, and have students repeat.   **Option 2: Read my lips**   * Have two teams set up and the first person on each team must watch the teacher’s mouth. * Set a letter with no voice, just move his/her lips in tongue in the correct way. The first team to guess correctly gets a point. | | * Teacher – whole class/ individuals * Teacher – whole class/ teamwork | |
| **New lesson** | | **Review A- B**  **1.Listen and repeat.**  CD1- Track 41   * Have students look at the pictures. * Point to the pictures and say the letters' sounds. * Play audio. Have students listen and repeat the letter sounds. ( whole class/ individuals)   **2. Listen and point.**  CD1- Track 42   * Have students look at the pictures. * Demonstrate pointing to the correct letter when you hear the sound. * Play audio. Have students point to the correct picture at the top of the page when they hear the appropriate sound.   **3. Put a tick (√) or a cross (x).**   * Have students look at the pictures and call out the beginning sounds. Demonstrate the activity using the example. * Have students put a tick or a cross. * Check answers as a whole class   **4. Play “ Magic fingers”.**   * Have students look at the example. * Divide the class into pairs. * Have Student A draw a letter on Student B's back. * Have Student B try to guess which letter it is. * Have students swap roles and repeat.   **Review C- D**  **1. Listen and repeat.**  CD1- Track 43   * Have students look at the pictures. * Point to the pictures and say the letters' sounds. * Play audio. Have students listen and repeat the letter sounds.   **2. Listen and point.**  CD1- Track 44   * Have students look at the pictures. * Demonstrate pointing to the correct letter when you hear the sound. * Play audio. Have students point to the correct picture at the top of the page when they hear the appropriate sound.   **3. Write the letter.**   * Have students look at the pictures and call out the beginning sounds. Demonstrate the activity using the example. * Have students write the letters. * Check answers as a whole class.   **4. Play “Stepping stones”**   * Divide the class into pairs. * Have Student A start at A and say the first letter sound or word. * Have Student B start at B and say the first letter sound or word. * Have students take turns saying the letter sounds or words as they go all the way around. | | * Teacher – whole class/ individuals * Teacher – whole class/ individuals * Teacher – whole class/ individuals * Teacher-whole class/ pair work * Teacher – whole class/ individuals * Teacher- whole class/ individuals * Teacher- whole class/ individuals * Teacher- whole class/ pair work | |
| **Wrap-up** | | **Week 10- Period 19- 20: Lesson 3**  **Option 1: Pair race**   * Divide the class into two teams, each team has some flashcards of letters a, b, c, d and pictures of ant, boy, door, cap. * Say Go. Two students of each team take a letter and a picture run to the board. If the letter and picture are matched. They will have one point. * Continue the game as the same way.   **Option 2: Phonics posters**   * Divide the class into groups of five. * Hand out sheets of paper and colored pencils. * Children choose the “a”, “b”, “c”, “d” sound. * They must draw pictures of one or two words with their chosen sound and color them. Somewhere on the poster they should write the sound. * Put the phonics posters around the classroom. | | * Teacher – whole class/ team work * Teacher – whole class/ Team work | |
| **Steps** | | **Activities** | | **Organization** | |
| **Warm-up** | | **Sing the alphabet song**  **Option 1: Seven lives**   * Draw or stick seven bodies outlines on the board.   Related imageRelated imageRelated imageRelated imageRelated imageRelated imageRelated image   * Give students a topic. * Choose a word. Draw one line on the board for each letter in a word, for example: \_ \_ \_ ( red). * Have students put up their hands to say a letter, if the letter is in the word, teacher writes it on the line. If the letter is not in the word, the teacher removes one of the bodies from the board. * When students complete the word or lose all seven lives the game finishes.   **Option 2: Whisper**   * Arrange children into rows of at least six. * Secretly show a flashcard to the first child in each group. This child whispers the word to the child next to him/her. * Children continue whispering the word to the child next to them until the word reaches the final child. * The final child says the word out loud, and the first child holds up the flashcard to see whether the word is correct. | | * Teacher – whole class/ individuals * Students work in groups | |
| **New lesson** | | **A-Listen and point. Repeat.**  CD 1- Track 45   * Arrange the flashcards on the board, play audio, and point to each flashcard. * Play audio again and have students point to the pictures in their books. * Play audio again and have students listen and repeat.   **Play "Guess."**   * Arrange the flashcards on the board and write a number under each card. * Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking. * Call out a number and have students take turns to guess the face-down card. Turn the card over after each guess.   **B-1. Listen and point.**  CD1- Track 46   * Have students call out the things they can see. * Have students listen and follow. * Play audio and demonstrate pointing. * Play audio. Have students listen and point.   **2. Listen and repeat.**  CD1- Track 47   * Have students look at the useful language box. * Play audio. Have students listen to the useful language. * Have students practice the useful language.   **C-Play "Guess the picture."**   * Have students look at the example. * Divide the class into two teams. * Have a student stand facing away from the board and stick a flashcard on the board behind them. * Have the student try to guess the answer without looking at the flashcard. * Give that team one point if it's a correct guess. * Have teams take turns. | | * Teacher – whole class/ individuals * Teacher-whole class/ individuals | |

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|  | **D-** **1. Listen to the story.**  CD1- Track 48   * Introduce the situation. * Have students call out the people and things they can see. * Play audio and have students listen and read.   **2. Listen and repeat.**  CD1- Track 49   * Have students look at the useful language box. * Play audio. Have students listen to the useful language. * Have students practice the useful language.   **E- Role-play.**   * Divide the class into pairs. * Have students practice the dialogue. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class. | * Teacher – whole class/ individuals * Teacher – whole class/ individuals * Teacher- whole class/ pair work |
| **Wrap-up** | **Option 1: Back to back drawing**   * Divide the class into pairs and have them sit back to back. * Child A has picture of a flower. Child B has a piece of paper. * Child A says: “ It’s a red flower”*.* Child B draw a flower and color. * Once finished, the two children compare their pictures. * The children swap their roles.   **Option 2:**  **Slap**   * Split the class into four teams. * Place pictures of flowers on the board. * Have four students come to the board to face off. * Call out the sentence and have students run to the board then slap the picture and repeat the sentence. The winner is the student who slaps the picture at first. | * Teacher – whole class/ pair work * Teacher – whole class/ Team work |