**Week:**  8 **Date of planning:** 18/10/2023

**Period: 15 Date of teaching:** 23/10/2023

 **UNIT 3 : COLORS**

**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: Guessing game: 5’*** 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/ group work/ individuals
 |
| **New lesson : 25’****A- Listen and point. Repeat.** CD1- Track 38 (8’)* Use flashcards, crayons or colored pencils to introduce the new words: red, yellow, blue
* Have students listen to each new word.
* Have Ss listen to each new word and repeat all together and individually. Correct S’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 Ss listen, repeat several times.
* Change the order of the flashcards, point to them individually and have Ss 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.

**Optional activities: (4’)****Pass the card*** Give student a red card.
* Have students listen to music and pass the card. Stop music.
* Have the student with the red card stand up and say ‘red’.
* Change the card and continue the game.

**B- Listen and point.** CD1- Track 39 (8’)* 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 ( 5’)* 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.
 | * Teacher – whole class/ individuals
* Teacher-whole class/ groupwork/ individuals
* Teacher-whole class/ individuals/
* Teacher-whole class/ individuals/ pair work
 |
| **Wrap-up : Read my lips** : 5’* Have two teams set up and the first person on each team must watch the teacher’s mouth.
* Set a word with no voice, just move his/her lips in tongue in the correct way. The first team guess the word correctly gets a point.
* Have students make a sentence with that word.
 | * Teacher – whole class/ teamwork
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**Week:**  8 **Date of planning:** 18/10/2023

**Period: 16 Date of teaching:** 26/10/2023

**UNIT 3: COLORS**

**Lesson 1**

**I. Objectives:**

 By the end of this lesson,

**II. 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.

**III. Languages focus:**

 **Vocabulary:** red, yellow, blue **Structures :** It’s (red).

**IV. Procedures:**

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| --- | --- |
| **Steps/Activities** | **Organization** |
| **Warm-up: 5’****Option: Clap, jump and hop*** Set a rule about three colors of the previous lesson: Red- clap, Yellow – jump, Blue - hop
* Play the audio of track 40. Have students listen and act out when they hear the color.
 | * Teacher – whole class
 |
| **New lesson: 25’****D- Point and say. 8’*** 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.

**Option 1: 4’*** Show a flashcard to the class.
* Have students practice the structure using the new word.
* Repeat with other flashcards. e.g. (Teacher shows flashcard "red.") • Class: "It's red."

**Option 2: Guessing game 5’*** Cover some pictures and have students guess.
* Give the correct answers to the students.
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**E- Play “ Find the color” 8’*** 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
* Teacher- whole class/ individuals
 |
| **Wrap-up: 5’****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.
 | * Teacher – whole class/ teamwork
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