**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.   **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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