**Week:**  10 **Date of teaching:** 06/11/2023

**Period: 19**

**UNIT 3: COLORS**

**Lesson 3**

1. **Objectives:**

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:** pink, white, flower

**Structures :** It's a (pink) flower. / Thank you. / You're welcome.

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **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 Ss 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. | * Teacher – whole class/ individuals |
| 25’ | **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.   **Optional activities** **Option 1: Musical cards**   * Play some lively music. * Hand out the flashcards from this lesson. * Children pass the flashcards around all the rows of seats while the music is playing. * Stop the music suddenly. Ask the children who are holding the flashcards to stand up and say the sentence. E.g. It’s a pink flower. * Play the music and continue in the same way.   **Option 2: Draw, color and say**   * Give each student a blank sheet of paper and ask them to draw flowers. Color these flowers. * Have students work in pairs, practice saying about their pictures.   *E .g. ‘It’s a pink flower.’*   * Swap the roles and continue. | * Teacher – whole class/ individuals * Teacher-whole class/ individuals |
| 5’ | **Wrap-up**  **Option 1: Step away lines**   * Have students stand in two rows facing each other, so that each student has a partner in the opposite line. * Have each pair hold up their drawing pictures and say a sentence. *E g. ‘It’s a pink flower).’* Each time the pairs complete their sentences ,both partners take a giant step back and repeat the sentences. Every time they do so, they will naturally need to speak louder in order to be heard by each other. | * Teacher – whole class/ individuals |

Comments:

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**Week:**  10 **Date of teaching:** 06/11/2023

**Period: 20**

**UNIT 3: COLORS**

**Lesson 3**

1. **Objectives:**

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:** pink, white, flower

**Structures :** It's a (pink) flower. / Thank you. / You're welcome.

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Option 1: Run, draw and color.**   * Have students work in four teams. * Stick four blank sheets on the board. * Say “ Draw a pink flower.” Have one student of each team run to the board to draw and color the flower. * Continue the game in the same way.   **Option 2*:* Throw the dice**   * Put children in pairs. Each pair has a dice with the numbers 1–6. * Number the sentences like the list below:   1. It’s a pink flower.   2. It’s a red flower.   3. It’s a yellow flower.   4. It’s a white flower.   5. 5. You get one point. Throw the dice again!   6. You get two points. Throw the dice again! * Children take turns throwing the dice, read the command and act out. | * Teacher – whole class/ individuals * Teacher-whole class/ pair work |
| 25’ | **New lesson**  **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.   **Optional activity:**   * Have students imagine some situations that they can show gratitude. * Have students work in pairs and act out these activities in front of the class. | * Teacher – whole class/ individuals * Teacher – whole class/ individuals * Teacher- whole class/ pair work * Teacher- whole class/ pair work |
| 5’ | **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. | * Teacher – whole class/ pair work |

Comments:

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………