**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
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Comments:

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 **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
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Comments:

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