

Grade

1

Unit 3

Matching colours



Skill focus: listening

Lesson objectives: to practise listening and identifying colours

Description:

This is a fun, team-based, listening board/wall swatting activity. This activity will challenge Ps to identify whether the colour they hear matches the colour they see on the flashcard.

Materials: Colour flashcards for red, white, yellow, brown, green, blue and black.
One ✓ sign. One ✗ sign.

Benefits:

During this activity Ps will:

1. identify colours
2. work in teams
3. participate in peer-to-peer learning
4. develop their problem-solving skills.

Timings	Stages	Interactions
10 mins	1. Use gestures for pupils to stand up. <i>Say, Hi, class.</i> 2. Encourage pupils to stand up and say, <i>Hello, teacher.</i> Pre task 3. <i>Say, Listen</i> (touch ear). <i>Say</i> (touch mouth). 4. Hold up brown flashcard. Make sure all Ps can see it. <i>Say, What's this?</i> 5. Praise Ps who answer correctly. 6. Repeat Steps 2–3 with different colours. Use different strategies: whole-class response, invite Ps, ask specific Ps.	T – Ps
20 mins	Main task 1. Put the class into two teams in a line in front of the board. Give the Ps at the front of the line a fly swatter/ruler. 2. <i>Say, Let's play a game!</i> Explain in Ps' home language that you will show a coloured flashcard and say a colour. Using their fly swatter/ruler, Ps need to hit the ✓ sign when the word and flashcard match OR the ✗ sign if they don't. Encourage Ps to support and help their team. The first one to hit the sign with the correct answer wins a point for their team. Agree with the class how to keep score, e.g. use the board, winners collect a bottle top. 3. <i>Say, Listen</i> (touch your ear). <i>Look</i> (touch your eyes). Point (indicate Ps to hit the ✓ or ✗ signs on the board/wall). 4. Show the red flashcard. <i>Say, Red.</i> The P who hits ✓ first gets a point. Praise Ps. Tell them to give their swatter/ruler to the P behind them and sit down. 5. <i>Say, Listen</i> (touch your ear). <i>Look</i> (touch your eyes). Point (indicate Ps to hit the ✓ or ✗ signs on the board/wall). 6. Show the blue flashcard. <i>Say, Yellow.</i> The P who hits the ✗ first wins a point. Praise the Ps. Tell them to give their swatter/ ruler to the P behind them and sit down. 7. Repeat Steps 3-6 using different colours until there are no Ps in front of the board. 8. <i>Say, Let's count</i> (use fingers). Add up team scores. Praise the winning team. Praise the class.	T – Ps
8 mins	Post task 1. Place the colour cards in different places in the classroom, e.g. the door, a wall, the board. 2. Keep the class in their teams. 3. Invite one P from each team to the front of the class. 4. <i>Say, Yellow.</i> Model you want the Ps to go and touch the yellow card. Encourage Ps to touch the card. 5. <i>Say, Green.</i> Encourage Ps to find and touch the green card. If Ps are struggling, encourage their teams to help them. The P to touch the picture first gets a point. Praise the Ps. 6. Invite another two Ps from each team to the front of the class. 7. Repeat Step 4, calling out different colours each time. Repeat this step until all Ps have played. 8. <i>Say, Let's count</i> (use fingers). Add up team scores. Praise the winning team. Praise the class. 9. <i>Say, Bye, class.</i> 10. Encourage class to say, <i>Bye.</i>	T - Ps

Assessment: Select areas of the class to assess at one time during the main and post tasks. This is part of continual, formative assessment. Take note of Ps who may be struggling to match what they hear with the correct colour.

Practical, authentic, whole-class assessment:

1. Say, *Let's play 'Teacher says'. Show me something yellow.*

NOTE: Encourage the Ps to look around the class and find items which have the target colours. Accept anything reasonable, including small parts of target colour in an item.