

Grade

1

Unit 3

Identifying colours

Lesson objectives:

Ps will be able to: identify colours when they hear them and read them

Recycled language:

red, black, green, white, yellow

Target language:

brown

Materials:

Make: BINGO frame from carton (see photo 1 below); carton word cards: red, black, green, white, yellow, brown, blue; flashcards with colours: yellow, red, green, black, brown, yellow, blue

NOTE: BINGO frame needs to be big enough to put words cards in each rectangle

Optional: Grade 1, Unit 3, Lesson 2, page 18 Pupil's Book

Timings	Stages	Interactions
5 mins	<ol style="list-style-type: none"> Use gestures for Pupil's to stand up. Say, Hi class. Encourage Pupil's to stand up and say, Hello teacher. <p>Warmer:</p> <ol style="list-style-type: none"> Say, Let's play Teacher says. Teacher says show me something black. Repeat with colours: red, green, white, yellow, blue Say, Listen and say. Brown Show something brown. Say, Let's play Teacher says with two colours. Teachers says show me something brown and black. Repeat with other colour combinations. 	T - Ps
15 mins	<ol style="list-style-type: none"> Display word cards on the left side of the board. Say, Let's play I see a word beginning with the sound /b/ Praise any P who say brown, black, blue Repeat with sounds /r/ (red), /w/ (white), /y/ (yellow), /g/ (green) Display the BINGO frame in the middle of the board. Put the 7 colour cards in any order <p>NOTE: the BINGO frame has 9 cells, so you need to repeat 2 colours twice</p>	T - Ps

7. Put the seven colour word cards face down on the desk.
8. Invite a P to turn over a word card and read the colour out loud.
9. Put a small tick next to the colour.
10. Repeat Step 8 – 9.
11. Continue until you have a horizontal line of 3 colours or a vertical line of 2 colours and then say BINGO
12. Take the colour flashcards off the BINGO frame. Put the word cards in the frame.

NOTE: as the BINGO frame has 9 cells you need to prepare two colours cards for two of the colours.

13. Get the Ps to draw a 9-cell table in their notebooks and colour each cell a different colour.

NOTE: if the Ps don't have colour pencils they can write the name of the colour in any order – see photo 2

14. Put the colour flashcards on your desk face down.
15. Invite a P to come to the front turn one over and say the name of the colour.
16. P's check their BINGO grids and put a small tick next to the colour.
17. Continue until someone calls BINGO. Check their grid.
18. Repeat the game until your time runs out.

Assessment: select areas of the class to assess at one time. Monitor, support and assess when the Ps are practising an activity. This is part of continual, formative assessment. Take notes of Ps who may be struggling to XXXX At this age, Ps are still developing the XXX

Practical, authentic whole class assessment:

1. Say a colour and Ps show you an item with the colour
2. Point to a colour word and Ps say the name of the colour

Teacher's notes [add notes here about the lesson you have just given]:

What went well

What needs to be practised more