

Grade

# 2

# Unit 3

## Colours and numbers

**Lesson objectives:** To make questions and sentences in the present simple with *can* (*see*)  
Ps will be able to ask questions and say sentences describing different vehicles.

**Skills:** Speaking

**Function:** to ask and answer questions about colours and numbers

**Recycled language:**  
colours and numbers

**Target language:**  
**wheel**

**Materials:** Make flashcards: motorcycle, bicycle, tuk-tuk, lorry, bus, airplane (see photo 1 below as a model) OR bring in realia (real items)

Optional: Grade 2, Unit 3, Lesson 7, page 23 Pupil's Book

**Rationale:** This is to help Ps ask and answer about colours and numbers. This introduces Ps to describing objects.

Timings	Stages (script teacher language in the classroom)	Interactions
10 mins	<ol style="list-style-type: none"> <li>Use gestures for Ps to stand up. Say, <i>Hi, class.</i></li> <li>Encourage Ps to stand up and say, <i>Hello, teacher.</i></li> </ol> Warmer <ol style="list-style-type: none"> <li>Display flashcards on the board. Make sure Ps can see.</li> <li>Say, <i>Let's play a game. I see a colour beginning with the sound /r/.</i></li> <li>Praise the Ps who say, Red.</li> <li>Point to a vehicle with the colour red.</li> <li>Say, <i>Listen and say. Red.</i></li> <li>Repeat Steps 6–7 with the colours: black, orange, yellow, white.</li> <li>Point to a red vehicle. Drill whole class, <i>What colour is it?</i></li> <li>Drill whole class, <i>It's red.</i></li> <li>Repeat Steps 9–10 with: black, orange, yellow, white.</li> <li>Divide the class in half: Side A and Side B.</li> <li>Side A asks the question, Side B half answers (points to flashcards).</li> <li>Repeat with Side B asking the question and Side A answering.</li> <li>Invite two Ps to the front. Name them A and B.</li> <li>Repeat Steps 12 to 15.</li> </ol>	T – Ps  T-Ps  Ps-Ps

20 mins	<ol style="list-style-type: none"> <li>1. Set up pair work.</li> <li>2. Repeat Steps 13–14 from the warmer.</li> <li>3. Point to the wheels in the flashcard of the motorcycle.</li> <li>4. Say, <i>How many wheels can you see?</i></li> <li>5. Praise the P who says I can see two wheels.</li> <li>6. Repeat with the other flashcards. Ask, <i>What colour is it?</i> and <i>How many wheels can you see?</i> each time.</li> <li>7. Set up pair work.</li> <li>8. Ps take turns asking and answering questions to describe each vehicle.</li> </ol>	Ps – Ps  T – Ps  Ps – Ps
10 mins	<p><b>Closure</b></p> <ol style="list-style-type: none"> <li>1. Say, <i>Let's play a game. What colour is it? How many wheels can you see?</i></li> <li>2. Show the flashcards of the vehicles.</li> <li>3. Praise Ps who say the correct colours and numbers of wheels.</li> <li>4. Repeat with each flashcard.</li> <li>5. Say, <i>Bye, class.</i></li> </ol> <p>Encourage class to say, <i>Bye.</i></p>	T - Ps

**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 note of Ps who may be struggling to identify the correct colours or numbers. At this age, Ps are still developing their knowledge of words.

Practical, authentic, whole-class assessment:

1. Say, *What's this?* (show a flashcard). Encourage Ps to reply 'It's (colour) ...'.
2. Say, *How many wheels can you see?* (show a flash card). Encourage the Ps to reply 'I can see ... wheels.'

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

What went well

What needs to be practised more

### Photo 1 – flashcards of vehicles

