

**Topic:** Colors

**Time:** 50 minutes

**Students:** Beginner level EFL students

**Learning Objectives:**

1. Students will be able to connect new vocabulary words to images.
2. Students will use their phonological knowledge to pronounce new vocabulary words.
3. Students will be able to scan a written or oral? text for key information and terms.
4. Students will be able to listen for key vocabulary and respond accordingly.
5. Students will be able to recall vocabulary words when shown an image reflecting that vocabulary word.

Activities	Description/procedure	Time	Materials needed
Warm-up	<ol style="list-style-type: none"><li>1. Split the students into groups of 2 [3 if uneven numbers].</li><li>2. Hand out a sheet of paper with the main colors in a word bank written in both English and [Language of learners] and square splotches of the main colors above or under the word bank.</li><li>3. Have students work with their partner to complete the worksheet.</li><li>4. At the end of the warm-up, please take the activity from them to use for an assessment.</li></ol> <p><i>Rationale: This is going to be used as a small assessment for the day, so that at the end of the day you can see the progression of the students for the day.</i></p>	3-5 minutes	<i>Appendix 1: Warm-up handout.</i>
Transition	<ol style="list-style-type: none"><li>1. Introduce the topic</li><li>2. Mention your [the teacher] favorite color and show pictures of items that are that</li></ol>	1-2 minutes	Projector with images of items in your [the teachers] favorite color

	color to build associate of the English word to the color.		
Activity 1: Color vocabulary with images	<ol style="list-style-type: none"> <li>1. Handout the color vocabulary worksheet.</li> <li>2. Project the words and the images that are on the worksheet, one at a time on the board.</li> <li>3. As a class, the teacher will go over each color focusing on pronunciation.</li> <li>4. After going over the colors, show the images without the words in random order and have students shout out what color they think it is.</li> </ol> <p><i>Rationale: This activity is included for two reasons. The first is to get the students to start associating the words with the right color (learning new vocabulary). The second reason is to draw on the first unit where they learned and practiced phonology. I want to draw on the previous skills they had learned while also developing new skills.</i></p>	20 minutes [part 4 should be 3 minutes]	<p><i>Appendix 2: Color vocabulary worksheet.</i></p> <p>Projector</p> <p>Images</p>
Transition:	<ol style="list-style-type: none"> <li>1. Now that they have gone over colors and are associating the English vocabulary with the corresponding colors, introduce them to the color game.</li> </ol>	1 minute	
Game: Color Game [Back up game: I spy]	<ol style="list-style-type: none"> <li>1. After showing a demonstration, have students stand up.</li> <li>2. The teacher acts as the announcer at the beginning of the game</li> <li>3. The teacher says a color. Have students run or walk to</li> </ol>	5 minutes	<p>No materials needed</p> <p>Explanation of the game in <i>Appendix 3</i></p> <p>Use yourself and one students as the demonstrator of the game</p>

	<p>an object in that room that is that color.</p> <ol style="list-style-type: none"> <li>4. If students get the color wrong. Repeat the color and have them go to a different object of the same color until they get it right.</li> <li>5. Repeat. Changing out the leader as needed.</li> </ol> <p><i>Rationale: The reason this game was included was to activate the students' recollection of the vocabulary words while also seeing how fast they can connect the word to the right color.</i></p>		
Transition:	<ol style="list-style-type: none"> <li>1. Have students sit back down in their seats and explain how they are going to read a small passage.</li> </ol>	1 minute	
Activity 2: Scanning for Key terms	<ol style="list-style-type: none"> <li>1. Hand out a small reading (no more than a couple of sentences) and a small worksheet with some questions written both in English and in [L1 language].</li> <li>2. Explain to the students that they are going to be scanning the reading for information that is focused on colors.</li> <li>3. Do the first question with them. [Scaffolding].</li> <li>4. Once completed, go over the answers with them by scanning the text and focusing on the key terms.</li> </ol> <p><i>Rational: This activity is to build on their reading comprehension skills through scanning while also building on their vocabulary recollection. I want them to be able to “notice”/read the new</i></p>	10 minutes	Appendix 4: Reading Appendix 5: Reading worksheet

	<i>vocabulary.</i>		
End Activity:	<ol style="list-style-type: none"> <li>1. Handout the same worksheet from the warm-up, but this time the word bank only contains the vocabulary words in English.</li> <li>2. Have the students complete the worksheet by themselves and turn it into the teacher before leaving.</li> </ol> <p>This is an assessment. The teacher should compare the warm-up activity to the exit activity to evaluate the students progress for the day.</p> <p><i>Rational: This is the continuation and ending of the assessment. The reason for this type of the assessment is that I do not want the students to know they are being tested. I don't want them to be worried that they will get something wrong and it will affect their grades. Instead this assessment is to be used by the teacher to determine where and what the students need to work on.</i></p>	5 minutes	Appendix 6: Exit Worksheet

**Homework: Writing**

Hand out a worksheet of the vocabulary. This worksheet has the vocabulary word, and then two stenciled versions of the word for the students to draw over, and the blank space for them to practice writing the word. Students need to complete this worksheet at home and return it the next day.

See *appendix 7* for the worksheet

**Appendix [Materials needed]:**

**1: Warm-up handout - Match the color with the correct word (add the L1 language)**

Name: \_\_\_\_\_

## Match the Color

Direction: Match the color with the correct word.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

### Word Bank

Pink

Brown

Green

Purple

Red

Yellow

Blue

Orange

Black

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Colors

Look at the images below and the color word underneath it. Follow the teacher in learning how to pronounce these words.

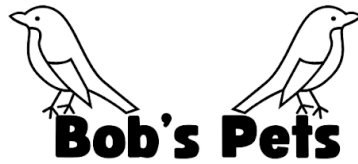


**3: Color Game explanation:**

- One person will act as the leader. They will call out a color and the students will walk/run to an object of that color and touch it.
- If someone gets the color wrong, have the leader repeat the color and make everyone run/walk to a new object of the same color.
- Switch the leader out periodically.

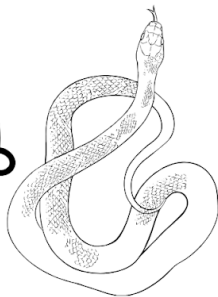
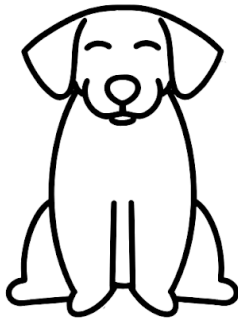
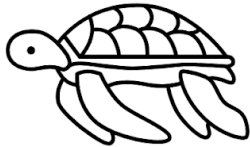
#### 4: Reading

Name: \_\_\_\_\_



Read the story and answer the questions.

This is Bob.  
He has many pets.  
They live in a  
brown house.



He has got a small,  
green turtle. He has  
got two pink birds.  
He has got a big,  
black dog.  
He has got three  
green frogs.  
He has got a long,  
yellow snake.



#### 5: Reading Worksheet

1. What color are the birds?

---

2. What color are the frogs?

---

3. What color is the snake?

---

4. What color is the dog?

---

5. What color is the turtle?

---

Name: \_\_\_\_\_

## Match the Color

Direction: Match the color with the correct word.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

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