GRADE 1

Unit 7 Theme: Colours around me

Unit 1 Project: Make a 'colour wheel'
Goals: Follow instructions to make a paper wheel that represents the primary colours. Each student will have their own 'colour wheel' to bring to lessons to use in the classroom (e.g. in group work). They will also have something to practice English outside the classroom, with family members.

Product
See: Colour craft:
https://www.teachingenglish.org.uk/teaching-resources/teaching-primary/activities/level-1/drawing-and-colouring-primary-classroom

Craft instructions

Life skills[1]: Creativity and communication (make a learning resource, use it to interact with others.

Cross curricular links: Art

Performance indicators: Students are able to follow instructions to make a simple colour wheel, then use it to ask and answer questions about colours.

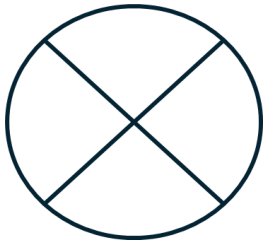
WEEK 1: Rainbow colours

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Name and recall colours Ask and answer simple questions about colours	Show **5** of the the **[FLASHCARDS]** : elicit and drill the colours one by one **Teaching tip:** use the primary colours only: red, blue, yellow, green, orange Ask *'What's this'*, model the word, then SS repeat 'red/blue etc' **[CHORAL DRILL]** the question, then give out the 5 FLASHCARDS to 5 students and students ask each other **in [OPEN PAIRS]**. Redistribute the 5 cards and repeat the OPEN PAIRS	Colour FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-colours.pdf Worksheet https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/worksheets-colours-1.pdf	Speaking- name, ask and answer questions Sing words of a song Listen and identify key words Listen and react to certain vocabulary

[1] https://www.unicef.org/mena/media/6186/file/Twelve%20Core%20Life%20Skills%20for%20MENA_EN.pdf%20.pdf

Formatted: Font color: Auto
Formatted: Font color: Auto
Formatted: Font color: Auto

GRADE 1

	Teaching tip: this stage can be repeated several times so that all students have a chance to hold a FLASHCARD. Show/project the Worksheet and help students find the words, e.g. say *blue* – & ask: What's the first letter? **b** Can you see it? get a student to come and draw the line; continue for all the 5 colours. Show the colour **[WORD WHEEL]** Tell the students to copy it and choose 4 colours to add - colour each section in a different colour.. Set up groups and students use their personal grids to ask and answer: 'What's this' 'red/blue' etc Play colour **[BINGO]:** Students copy an empty 8-cell grid into their notebooks. They colour 5 cells and write 3 colour words in 3 cells e.g. **Teaching tip:** Make sure you have a 'model' grid which you have coloured to show the children. You can differentiate this by having a 6 cell grid for some learners (so they only have to write one word). Or students can colour all of the cells, and not write. Teacher picks the colours randomly and says them, repeating twice. Later a confident student(s) can be the teacher.	Colour WORD WHEEL e.g.  Coloured crayons or felt-tip pens. **[BINGO GRID]** 	
Assessment for Learning: [EMOJI CARDS] Students use emojis to describe how they feel about the BINGO game.			
Vocabulary	**Grammar**	**Interaction**	**Pronunciation**
Colours: red, blue, yellow, green, orange	Receptive *What's this?* Productive *red/blue etc*	Q&A in pairs Respond physically to a song	Initial sounds of colour words r b y g o

WEEK 2

GRADE 1

Theme: Colours in the classroom

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Identify and name colours in the classroom Listen and identify something from 'colour clues' Listen to a simple description and draw an image. Write simple sentences about a classroom.	**SENSORY ACTIVITY:** Ask students to notice and name 5 colours they have in their home (tell the group) Recycle classroom vocabulary from Grade 1 - Unit 2 Listen and name. **Teaching tip:** use the basic words like pen-pencil-bag first. **[DESCRIBE AND GUESS]** Teacher describes / mimes something, e.g. 'it's on my desk/ mime putting on a bag - students guess what it is. Use the coloured classroom image for Q&A: *What colour is the / are the …?* Play **[I SPY]** '*I can see something (+ colour)* Nominate students to ask the class *:* using a simpler version: *I SPY Something (colour)…* Set up groups or **[BREAK OUT ROOMS]** in an online lesson, for more I SPY practice (groups) Listen and respond (teacher says sentences about the classroom image, they stand up if it's TRUE), they stay seated if it's not TRUE.	Classroom things FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-classroom-objects.pdf Coloured classroom image https://learnenglishkids.britishcouncil.org/print-make/colouring/classroom	Speaking- name, ask and answer questions Describe a classroom Listen – identify from a clue; follow a description. Write about a classroom.
Assessment for learning: [POST ITS] draw something from the classroom and colour it for a DISPLAY.			
Vocabulary	**Grammar**	**Interaction**	**Pronunciation**
Things we use to learn: pencil, pen, ruler, eraser	Receptive: Describe something: *It's on-in-under* Productive: *I SPY something blue*	Q&A in pairs Play a game in groups Listen and draw	Stress on key information (colour) *Something gr**een***

GRADE 1

WEEK 3

Theme: Colours in Palestine

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Notice colours in nature Name colours in illustrations View and then draw part of a story	Show photos of nature/ the countryside in Palestine, ask questions, elicit answers, feed in new vocabulary. Point and **[CHORAL DRILL]** colours. Show images from the story *without the sound*, ask students to guess what the story will be about (they can use L1) Select a few images (e.g. 0:17, 0:33) and use them to ask questions about what they can see, *colours, what they can see, how they feel* etc teach **Teaching tip:** you can use a mix of English and Arabic. If you like the story make a set of FLASHCARDS with key scenes for it and keep them to re-use later in the unit (for revision) or for another class. Listen to/watch the story in parts, e.g. 1. 0:00 – 1:00 2. 1:00 – 1:35 3. 1:35 - 1:56 Part 1 –Listen/watch -then use for Q&A about the people in the story – then students draw a picture themselves. Part 2: –Listen/watch -use it to talk about what students do every morning – students draw a picture. When they are ready. Show a model picture, saying : *This is me in the morning.* *CHORAL DRILL the phrase.* **Teaching Tip:** use **[BACKCHAINING] + TPR** gestures: ***morning - in the** morning -	Use personal photos or photos cut out from magazines. An **[ILLUSTRATED STORY]** about the countryside in Palestine: *"My Olive Tree"* https://www.youtube.com/watch?v=UXdJfDWwt0A **(NB**- only use it up to 1:56, after that the story may be distressing) Prompts for the SHOW & TELL (my early morning) *This is me in the morning*	Speak: Name and recall colours in nature and in story illustrations; View and draw part of a story

GRADE 1

	me** in the morning - this is **me in the morning Nominate students to **[SHOW & TELL]** using their drawings, to the class.		
Assessment for Learning: Students PAIR SHARE their drawings			
Vocabulary	**Grammar**	**Interaction**	**Pronunciation**
Recycle colours and add brown *"My Olive Tree"* story related vocabulary (Receptive)	Receptive: *What's this?* *Is this the sun? Is this a cloud?* *This is a (name) What colour is it?* Productive: *This is me in the morning*	Teacher to students Student to students	BACKCHAINING

WEEK 4 (1 lesson)

Project: My colour wheel

Learning Outcomes (SWBAT)	**Learning Activities**	**Materials**	**Skills**
Use language from the unit to produce a 'colour wheel' Use the wheel as a resource to ask and answer questions about colours. Write a simple response to the activity.	Teacher shows their finished 'colour wheel' asking Qs about ithe colours. Teacher explains they are going to make their own colour wheel. S/he demonstrates each step (draw a circle, divide into 5, number each portion etc), students listen, watch and copy each step. Students write their names on their wheels for a wall DISPLAY of all of them.	Make a model/ prototype called 'Colour Wheel' to show the students. use the instructions in this link https://www.royalacademy.org.uk/article/family-how-to-make-a-colour-wheel-1 , except the 'portions (1-6) need a number only. Students will need - Paper plates - crayons/felt tips - pencil	Produce a a 'colour wheel' that looks like the model. Ask and answer questions about colours.
Assessment for Learning: [EMOJI CARDS] - students reflect on the craft activity: Choose an emoji that represents what they think.			
Vocabulary	**Grammar**	**Interaction**	**Pronunciation**
Colours: Red, blue, yellow, green, purple, orange Vocabulary from Unit 7	Receptive: Instructions using simple imperatives + colours e.g. *draw a circle; draw 3 lines - colour number 1, 2 etc …*	Teacher to students	Stress on key information E.g. Colour number **1 red**

GRADE 1

	Productive Write their names		