

2

# My colours

1 CD1  
20

Listen and point. Say the colours.



16 red, blue, green, yellow

### Aims

- to present and practise colours

**New language:** *red, blue, green, yellow*

**Recycled language:** *classroom objects, Hello, Look, Polly, Gina*

**Materials:** CD 1, flashcards (colours), the puppet (Polly), red, blue, green and yellow flags or scarves in a bag, coloured pencils or crayons, items to sort into colour groups (e.g. red, blue, green and yellow feathers, crayons, beads, ribbons, etc.)

**Optional:** classroom objects that are red, blue, green and yellow

**Language competences:** The children will be able to name colours.

### Warm-up

**Aim:** to introduce colours

- Put on Polly the puppet and make her say *Hello* in a friendly way as before. The children say *Hello, Polly*.
- Polly says *Look! A bag!* and flies to get the bag with the scarves or flags in the four colours (red, blue, green, yellow). Take a scarf/flag from the bag very slowly and make Polly look at it and say, e.g. *Look! Red!* The children repeat the colour if they wish. Repeat with all the scarves/flags.
- Put the scarves/flags back in the bag.
- Make Polly take the bag in her beak and fly away.

### Presentation



**1** **AB p16** Listen and point. Say the colours.

**Aim:** to present colour words

- Point to the picture on PB page 16. Point to Polly and say *Who's this?* Elicit *Polly*. Repeat for Gina. Say *Listen*. Play the audio. The children just listen.
- Say *Listen and point*. Play the audio. Show the children how to point at the colours on Gina's

palette. Say *Listen and point* again. Play the audio again. The children point.

- Say *Say the colours*. Play the audio again. The children point and say the words.

Audio script page T96

### Practice

- Put a selection of coloured items onto different tables (e.g. feathers on one table, beads on another, crayons on another). Tell the children to sort them into red, blue, green and yellow piles. The children say the colours as they do the activity.
- Put on Polly the puppet and make her fly around, checking the activity and asking individual pupils to say the colours.



**1** **AB p16** Look and colour. Say the colours.

**Aim:** to practise colours

- Point to the classroom objects in the picture. Ask *What's this?* The children say the words.
- Point to the dots on the bag and say/ elicit *Red*. Show a red crayon or pencil and mime colouring red all the spaces marked with a red dot. Repeat for the other colours. Say *Look and colour*. Circulate and check that the children are colouring using the correct colours. Ask individuals to say what colour they are using.

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- When the children have finished colouring say *Say the colours*. Point to the picture of the book. Ask *What's this?* Elicit *Book* and *Yellow*. Repeat for the other items.

### Extension activity

**Aim:** to practise colour recognition and pronunciation

- Before the lesson hide some red, blue, green and yellow pencils/crayons/books around the classroom (there should be one for each child). In L1 explain that there are objects hidden around the room and that each child must find one of them. When they have found one (pencil) they take it back to their table and sit down.
- Give the children two minutes to find one (pencil) each.
- Hold up a (blue) (pencil) at the front of the class and say *Blue*. The children say the colour. Ask individual children to hold up the object they found, say the colour and name the object.

### Ending the lesson

**Aim:** to review colours

- Put on the puppet. Play *Disappearing flashcards* using the colour flashcards (see Introduction, page xvii).

### Aims

- to practise describing classroom objects using colours; to say a chant

**New language:** *It's (yellow)*

**Recycled language:** *red, blue, green, yellow, classroom objects, Look! It's my ...*

**Materials:** CD 1, the puppet (Polly), flashcards (classroom objects and colours), coloured pencils or crayons, Yes/No cards

**Optional:** pieces of plain white paper for drawing, a drawing you have made and coloured e.g. a green bag

**Language competences:** The children will be able to talk about the colours of classroom objects. The children will be able to join in with a chant.

### Warm-up

**Aim:** to practise colour words and listening skills

- Review the colours with the flashcards.
- Make sure the children each have red, blue, green and yellow pencils/crayons.
- Put on the puppet. In L1 tell the children that Polly is going to check that she has the correct coloured pencils/crayons today.
- Say *Blue*. Polly finds and holds up a blue pencil/crayon. Repeat for the other colours. Make Polly nod/clap excitedly after she finds each colour.
- Tell the children that Polly wants to know whether they have the correct colours, too. Polly says, e.g. *Red*. The children hold up their red pencils/crayons. Repeat for the other colours and circulate with Polly to check and praise.

### Presentation



**2** **AB p17** Listen and colour. Chant.

**Aim:** to present *It's (yellow)* and say a chant

- Point to each of the items on PB page 17 asking *What's this?* The children say the word.

- Make sure the children have the right coloured pencils/crayons. Say *Listen and colour*. Play the first verse of the chant and show how to choose the correct object and colour it. Play the chant. Pause to give the children time to colour.
- Say *Listen and chant*. Play the chant again verse by verse. The children listen and repeat. Play the whole chant for the children to join in. They point to the pictures they coloured in as they chant.

Audio script page T96

### Practice

- Have the Yes/No cards ready. Put on the puppet. Say *Look, Polly!* Pick up, e.g. a blue book. Say *Look! It's my book. It's red*. Make Polly shake her head and hold up the No card. Make her say *It's blue!* Repeat with another object, but say the correct colour. Polly nods her head and holds up a Yes card.
- Give out the Yes/No cards. Hold up a red pencil and say *Look! It's my pencil. It's yellow*. Make Polly hold up a No card. The children copy and join in with Polly as she says *It's red!* Repeat for other objects and colours, mixing correct and incorrect sentences. The children hold up their Yes/No cards, following Polly's lead.
- Once the children are following with ease, play the game without Polly helping.

- 2** **AB p17** Look and colour. Say the sentences.

**Aim:** to practise *It's (yellow)*

- Elicit the colours at the top. Say *Look and colour*.
- Show the children how to follow the line from the red paint to the car. Point to the blue paint. The children follow with their fingers in the same way. They colour the car blue. Repeat for the last car.
- Point to the red car and say *It's red*. The children point at the car and repeat *It's red*. Point to the other pictures. The children say the sentences all together. Call on volunteers to point to a picture in their book and say *It's ...* and the colour.

### Extension activity

**Aim:** to practise talking about a picture

- Stick the classroom object flashcards on the board. Tell the children to choose one of the objects to draw.
- Tell the children to colour their object red, green, blue or yellow.
- Hold up the drawing you did. Say *Look! It's my bag. It's green*.
- Choose volunteers to come to the front and talk about their pictures in the same way.

### Ending the lesson

**Aim:** to practise the chant and thinking skills

- Stick the classroom object flashcards on the board. Say a verse from the chant, adapting it for the colour of the object on the flashcard, e.g. *Look! It's my chair. It's red, it's red. Look! It's my chair. It's red, it's red*.
- Repeat with different flashcards. Encourage the children to join in and check pronunciation.



## Listen and colour. Chant.



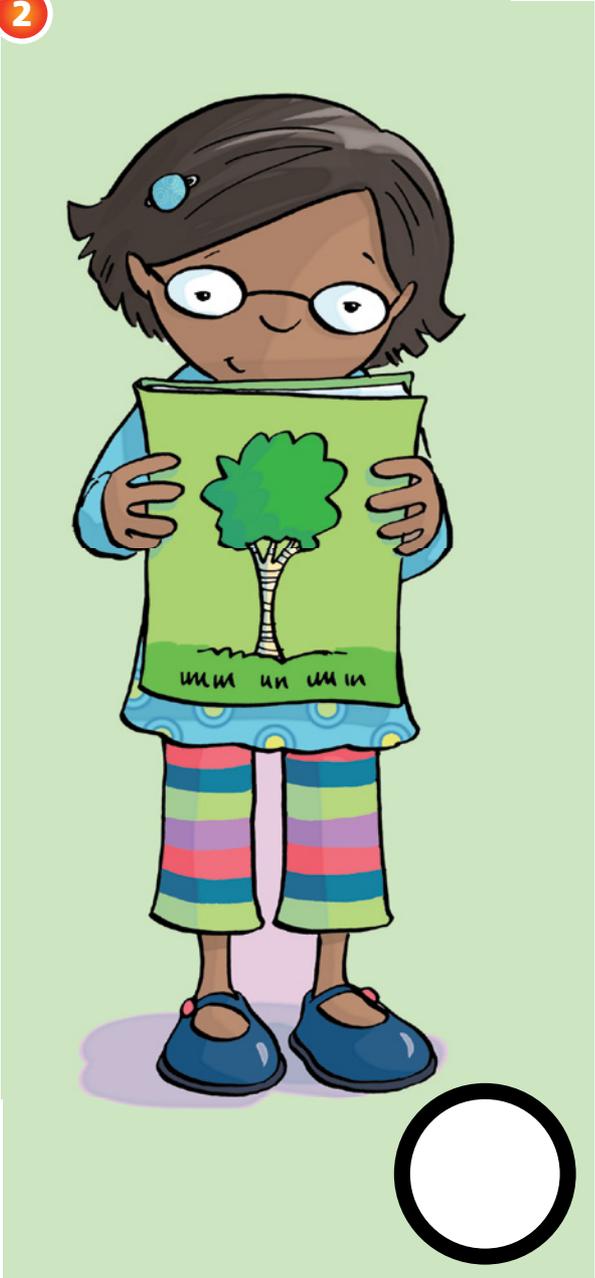
Family  
fun!

It's (yellow).

17



## Listen and act. Listen and colour.

1  2  3 

Three illustrations of a girl with short brown hair and glasses, wearing a blue long-sleeved shirt and a blue skirt with yellow polka dots. In the first illustration, she is holding a red pencil. In the second, she is holding a green book with a tree on the cover. In the third, she is holding a yellow bag. Each illustration has a large empty circle below it for coloring.

18 Total physical response

### Aims

- to present and practise *Show me something ...*; to practise following instructions

**New language:** *Show me something ...*

**Recycled language:** colours, classroom objects, *Look! It's my ...*, *It's (yellow)*, instructions (*Stand up, Sit down, Clap your hands, Hands up, Hands down*)

**Materials:** CD 1, flashcards (colours and classroom objects), classroom objects, the puppet (Polly), a variety of yellow, green, blue and red classroom objects for yourself and each child, e.g. pencils, books, bags, chairs

**Optional:** bean bags or coloured scarves in red, yellow, blue and green (one set for each team of children)

**Language competences:** The children will be able to follow instructions.

### Warm-up

**Aim:** to review colours and *It's (yellow)*

- Review the colours with the colour flashcards and the classroom object flashcards.
- Hold up a book and say *Look! It's my (book). It's ...*. Elicit the correct colour. Repeat with other classroom objects. The children say *It's red/blue/green/yellow*, as appropriate.

### Presentation

 **PB p18** Listen and act.

**Aim:** to review colours and present *Show me something ...* to practise listening and responding physically

- Play the first line of the audio and pick up your red object. Encourage the children to copy. Play the next line and pick up your green object. The children pick up their green objects in the same way. Repeat for the rest of the audio. Do this until the children are joining in with ease.
- Play the audio again, pausing for the children to pick up the items, but without your help this time.
- Say, e.g. *Show me something green*. The children pick up a green object.

Repeat for other colours.

Audio script page T96

 **PB p18** Listen and colour.

**Aim:** to practise new instructions and listening

- Say *Listen and colour*. Remind the children in L1 to colour the circle below the pictures the correct colour. Play the first line of the audio and point to the first circle. Then play the rest of the audio, pausing for children to colour the circle each time.

Audio script page T96

### Practice

 **AB p18** Listen and circle.

**Aim:** to practise new instructions, listening and pencil control

- Point to the first picture and say *Show me something yellow*. Point to the second girl and say *Show me something ...* and elicit *Blue*.
- Say *Listen and circle*. Trace a large circle in the air with your finger. Encourage the children to copy you.
- Say *Listen. Show me something blue or show me something yellow?* Play the audio. Ask the children to point at the correct answer. They draw the circle around the first picture.

Audio script page T96

2

### Extension activity

**Aim:** to practise following instructions and take part in a team game

- If possible, move your class into the playground, school gym or an empty classroom.
- Divide the class into teams. The teams stand in lines, with one child at the front. In front of each team, place the four coloured things in a group. The things should be quite far from the teams.
- Say *Show me something green!* The first child in each team runs to pick up their team's green object and bring it to you. Then they go to the back. Say *Show me something blue!* The children now at the front run, pick up the blue item and bring it to you. They run to the back. Repeat for *yellow* and *red*.
- Speed up as the children become more confident.

**Note:** If you cannot move your class, put the items or the classroom object flashcards on a desk at the front. A child from each team comes to the front. Give an instruction, e.g. *Show me something blue*. The first child to find the correct item wins a point.

### Ending the lesson

**Aim:** to practise following instructions

- Put on the puppet. Polly says *Show me something (colour)*. The children pick up an object in the correct colour and say the colour. Repeat with different instructions. Speed up so that the children have to listen and respond quickly.

### Aims

- to present and practise *Paint*; to sing a song with the class; to practise following instructions

**New language:** *Paint with me, Paint your (bag) (blue)*

**Recycled language:** colours, classroom objects, *Show me something (yellow), Stand up*

**Materials:** CD 1, red, blue, green and yellow objects (enough for two or three items for each pair of children), classroom objects, flashcards (colours and classroom objects), the puppet (Polly), paintbrushes (one for you and one for each child)

**Optional:** a piece of paper for each child with four coloured blobs on it – red, green, yellow and blue (like a simple artist's palette)

**Language competences:** The children will be able to join in with a song.

song verse by verse, pausing for the children to colour in the book, bag and chair. Circulate and check they are using the correct colours. Ask individuals while pointing at the picture in their book *Red?* Elicit *Red* from the child. Say *Yes, red bag.*

[Audio script page T96](#)

### Extension activity

**Aim:** to practise listening skills and revise *Paint your (chair) (yellow)*

- Hand out a piece of paper with red, green, yellow and blue splotches on it to each child (to act as an artist's palette). Hand out the paintbrushes.
- Give instructions for the children to act out with their palettes and paintbrushes, e.g. *Paint your chair yellow.* Repeat with different objects and colours.
- Once they are confident, the children can play this game in pairs, with one child giving the instructions and the other miming. Then they swap roles.

### Ending the lesson

**Aim:** to practise the song

- Draw a chair, bag, book and pencil on the board. Invite a volunteer to stick the colour flashcards on the board, matching them to the items you have drawn as they appear in the song. Ask every time before they stick the card, *What's this? What's the colour?* Help them with the answer until they say it alone.
- Play the song again for the children to sing along, using the flashcards on the board as prompts.

### Warm-up

**Aim:** to review *Show me something (yellow)*

- Before the lesson, hide a variety of red, green, yellow and blue objects. Make sure each pair of children will have two or three items.
- Put on the puppet. Make Polly ask *Show me something blue.* In L1 tell the children to stand up and find something of the correct colour in pairs. When they have found something they hold it up. Polly flies around checking and clapping, saying *Well done! It's blue.*
- Repeat with Polly asking for the different colours.

a paintbrush to each child. Mime painting the bag in the picture and say *Paint your bag.* The children copy you, using a paintbrush or their fingers.

- Play the audio, pausing the song after the first verse. The children listen and mime painting the pencil in their books.
- Say *Stand up.* Play the chorus *Stand up and paint with me* and mime painting together with your brushes in the air. Pause the song and say *Sit down, please.*
- Repeat this with each verse.
- Play the song again all the way through without pausing. The children mime painting the different objects in their books and standing up when the chorus plays, without your help.

[Audio script page T96](#)

### Presentation



**PB p19** Listen and sing.

**Aim:** to present *Paint (with me/your bag (blue))* and sing a song

- Stick the classroom object flashcards on the board and elicit the words. Give out the paintbrushes if you have some.
- Point to the picture on PB page 19. Mime painting on the picture of the chair using a real paintbrush and say *Paint the chair.* Hand out

### Practice



**AB p19** Listen again and colour.

**Aim:** to practise listening, identifying colours and following instructions

- Point to the pot of yellow paint in the picture. Ask *Red, yellow, green or blue?* Elicit *Yellow.*
- Point at the pencil on the left and say *Listen.* *Red, green, yellow or blue?* Play the first verse of the song. Elicit the answer *Blue.* Show the children how to colour the pencil blue. Play the



Listen and sing.

2



Family  
fun!

Singing for pleasure

19

5 CD1  
28  
Sticker

# The painters

Values



20 Story

### Aims

- to present a picture story; to review language from the unit

**New language:** *Wow, Thank you, Poor (Gina)*

**Recycled language:** *colours, please, Hello, Look, character names*

**Materials:** CD 1, flashcards (characters, colours), the puppet (Polly), coloured pencils or crayons

**Optional:** a photocopied picture of a very simple flower shape for colouring in (one for each child)

**Language competences:** The children will be able to listen to and follow a picture story. The children will be able to use *Thank you*.

### Warm-up

**Aim:** to review characters and greetings

- Stick the character flashcards on the board. Point at the flashcard for Gina and say *Hello, Gina*. The children repeat. Point at the other characters to elicit *Hello* (character name).
- Play *Disappearing flashcards* using the character flashcards (see Introduction, page xvii).

### Presentation



**PB pp20-21** Story: The painters

**Aim:** to listen and follow a picture story

- Point to Gina in the first picture and ask *Who's this?* The children say *Gina*. Point to the other characters in the picture and ask their names. Point to picture 2 and ask where they all are in L1 (Gina's house). Ask why Gina is on the sofa/ what Gina is pointing at. The children tell you she has a problem with her leg. Point to the paints in picture 4 and ask what the characters are doing. The children answer in L1.
- Play the CD. The children point at the pictures as they listen.
- Play the story again, stopping after each picture. The children explain what's happening in L1.

Elicit translations for *Poor (Gina), Wow* and *Thank you*.

- Put on the puppet. Hold her with her head down to make her appear sad. Make her whisper in your ear. In L1 explain that Polly has lost her voice. Look at Polly and say *Poor Polly*. Encourage the children to repeat. Repeat *Poor Polly* and give her a stroke. Ask volunteers to come to the front, say *Poor Polly* and stroke the puppet. Polly says *Thank you* each time they stroke her, with her voice getting stronger and better until she is talking normally and happy again. If it is possible and you have a small class, give each child a turn.

Audio script page T96

### Practice



**AB p20** Listen and colour the correct circle.

**Aim:** to listen and identify the correct picture

- Point to the first picture on AB page 20. Ask *Who's this?* The children say the name. Repeat for the second picture. Say *Listen. Leo or Gina?* Play the audio. Elicit the answer *Gina*.
- Show the children how to colour the correct circle. Play the audio again. Check their work as they colour.

2

- Play the audio again. The children repeat Gina's line.

Audio script page T96

### Extension activity

**Aim:** to practise colours, *Poor ...* and *Thank you*

- Stick the colour flashcards on the board. The children say the words. In L1 tell the children that they are going to colour in pictures to make Polly feel better. Give out the flower pictures and make sure the children have red, blue, green and yellow pencils/crayons on their tables. The children colour in the pictures. Circulate and ask individuals *What colour is this?*
- Put on the puppet. Make her look sad/ill. Elicit *Poor Polly*. Ask volunteers to come up to Polly and give her a picture. When the child gives Polly the picture, Polly says *Thank you*. Give back all the pictures.
- The children work in pairs. One child pretends to feel ill, the other says *Poor* (child's name) and gives them their picture. The child responds *Thank you*.

### Ending the lesson

**Aim:** to practise *please* and *Thank you*

- Stick the colour flashcards on the board at a height your children can reach.
- Call a volunteer to the front. Say, e.g. *Green, please!* The child finds the correct flashcard and gives it to you. Say *Thank you*. Repeat with different volunteers.
- The children can repeat the activity in pairs, using red, green, blue and yellow crayons or coloured pencils.

### Aims

- to talk about the meaning of a story; to review language from the unit

**Recycled language:** colours, *Show me something (yellow), Paint ..., Thank you, Poor ...*

**Materials:** CD 1, flashcards (colours), Unit 2 stickers, coloured pencils or crayons, the puppet (Polly), a selection of red, yellow, green and blue toys/objects, pencils

**Optional:** character masks

**Language competences:** The children will be able to appreciate the values shown in the story. The children will practise saying *Poor ...* and *Thank you*.

### Warm-up

**Aim:** to review colours and *Thank you*

- Put objects of different colours at the front of the class (red, blue, green and yellow). Ask a volunteer to come to the front. Put on the puppet and make her say *Show me something red*. The child picks up something red and gives it to Polly. Polly says *Thank you*.
- The children work in pairs. Give a selection of the coloured objects to each pair. They repeat the activity, taking it in turns to say *Show me something ...* and *Thank you*.

### Practice

**5**  **CD 1**  
**28**  **PB pp20–21** **Story: The painters**  
**Listen to the story. Stick.**

**Aim:** to review the story

- Ask the children to tell you what they remember about the story in L1.
- Play the story again, pausing after each picture to ask about what is happening and the names of the colours at the end.
- Hand out the stickers for Unit 2. Say, e.g. *Red*. The children point to the correct sticker on the sheet. Repeat for the other sticker.
- Point to the picture on PB page 21. Say *Where's*

*red?* The children point to the red paint pot. Mime peeling the sticker off the sheet. The children peel off the sticker and hold it up. Check that they all have the correct sticker. Then say *Stick!* The children stick the sticker in their books. Repeat for the other sticker.

**Audio script page T96**

### Story values **PB pp20–21**

**Aim:** to think about the meaning of the story: cheering someone up and saying *Thank you*

- Play the story again. The children listen and point. Pause after picture 2 and ask in L1 *How does Gina feel?* (Sad.) Play the rest of the story and ask in L1 *How do the other characters feel?* (They feel sad for Gina.) *What do they do to make Gina feel better?* (They paint the cast on her leg.) *How does Gina feel in the end?* (She feels happy and thankful.) Ask in L1 *What does Gina say at the end?* Elicit *Thank you*. Ask the children when they say thank you. Talk about how important it is to help your friends feel better when they are sad.
- Ask a volunteer to come to the front and pretend he/she has hurt one leg. Say *Poor* (child's name). Give him/her a chair to sit on. Explain/Elicit that you have done something kind. Ask the children what the child should say and elicit *Thank you*. Repeat the activity with other children. The children then act the situation out with a partner.

**6**  **AB p21** Complete the face. Colour the picture.

**Aim:** to apply values from the story to new situations

- Tell the children in L1 *We're going to look at some children now. Look at the picture and think. How does the boy on the floor feel?* (Sad.) *What is the other boy saying?* (*Poor ...* (child's name). *Who is helping?* (The girl, the teacher and the boy.)
- Point to the happy face and explain that if they think the children and the teacher are doing the right thing, they should trace the happy smile. Show them how to trace the line with a pencil. Circulate and check. Then, the children can colour the picture.

### Extension activity

**Aim:** to reinforce understanding of the story

- Invite four volunteers to the front. Assign them the roles of Gina, Polly, Leo and Mike. Put two chairs together to make a sofa for Gina to lie on. The children playing the main characters put on the masks. Play the story. The children act out the story along with the CD. Encourage the rest of the children to act being sad or happy as appropriate.
- Invite another group of four children to come to the front and act.

### Ending the lesson

**Aim:** to practise saying *Poor ...* and *Thank you*

- Put on the puppet. Make her look sad again. Elicit *Poor Polly!* Elicit some ideas from the class for cheering up Polly. Ask a volunteer to come and try to cheer Polly up. Polly looks up and says *Thank you*.

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2



Family fun!

Value: Cheering someone up 21

# Rainbow colours

**6**  **CD1**  
**30** Listen and point. Say the colours.



### Aims

- to integrate other areas of the curriculum through English: Physics

**New language:** *rainbow, orange*

**Recycled language:** colours

**Materials:** CD 1, flashcards (colours), the puppet (Polly), materials for the project (a paper plate and a piece of paper for each child, paints in red, orange, yellow, green and blue (one set per table), a paper plate painting you have prepared (similar to the one on AB page 22), a large bowl and a spoon

**Optional:** coloured scarves/large strips of paper (red, yellow, orange, blue, green), a camera, sticky tape

**Language competences:** The children will be able to name some of the colours of the rainbow in English. They will think about where and when rainbows appear.

### Warm-up

**Aim:** to review colours and introduce the topic of rainbows

- Draw a rainbow on the board or show a picture of a rainbow. Say *Wow! Look! A rainbow!* Move your hand in a rainbow shape as you say *Rainbow*. The children copy.
- In L1 ask the children where we see rainbows, if they have ever seen a real one and what colours did they see. Ask when rainbows appear.

### Presentation

 **6** **CD1**  
**30** **PB p22** Listen and point.  
 Say the colours.

**Aim:** to focus on the different colours in a rainbow

- Point to the picture on PB page 22. Say *Rainbow* as you move your finger over the rainbow. Point to one of the colours and ask *What colour is this?* The children answer, e.g. *It's red*. Repeat for yellow, green and blue. Ask whether the children can see any other colours in the rainbow. Elicit and translate *orange* into L1.

- Say *Listen and point*. Play the audio, pausing after the first set of colours. The children listen and point to the colours in the rainbow. Repeat for the next two sets of colours.
- Say *Say the colours*. Play the whole recording again for the children to listen and repeat. Ask which set of colours was in the right order of the rainbow (the first set).

Audio script page T96

### Practice

 **7** **AB p22** Make a mixed-colour painting.

**Aim:** to take part in an art project and experiment with mixing colours

- Show the pictures on AB page 22. Show the children a painting you have already made. Explain what you did, using the pictures on page 22. Talk about how the colours mix together when the plate is turned around on the paper.
- Hand out the materials. Circulate and help the children. Ask individuals to name the colours as they paint.
- Help the children turn their plates around on the paper (it may help to stick the paper to the table).
- Ask volunteers to show their finished paintings and talk about the colours they can see.

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Where the colours have mixed together talk about the results. Say, e.g. *Yellow and blue ... green! Red and yellow ... orange!*

### Extension activity

**Aim:** to consolidate knowledge about rainbows

- If possible, move your class into the playground, school gym or an empty classroom.
- Work together to create a giant rainbow using the scarves/strips of paper. Chant the colours with the children. Take a photograph of the finished rainbow.

**Note:** If you do not have a large space, the children could work individually to make their own picture of a rainbow using strips of paper and glue.

### Ending the lesson

**Aim:** to review the colours of the rainbow and mixed colours

- Put on the puppet. In L1 say *Polly is going to show us some magic with colours! She is going to mix colours together to make new colours*. Take out the bowl and spoon and colour flashcards.
- Put the green flashcard into the bowl secretly. Make Polly put the yellow and blue flashcards into the bowl. Elicit the colours. Polly mixes the colours around with the spoon. Polly pulls out the green flashcard! Say *Wow! Well done, Polly! It's green*. The children say the colour. Repeat with *red* and *yellow* making *orange*. Use an orange piece of card to illustrate orange.

### Aims

- to review language and values from the unit; to encourage children to reflect on their learning

**Recycled language:** colours, classroom objects, *Paint your ...*, *Thank you*

**Materials:** flashcards (colours), food colourings in red, yellow and blue, four half-full plastic bottles of water

**Optional:** a photocopy of a page with classroom objects for colouring – a chair, a book, a pencil, a bag (one copy for each child), red, yellow, green and blue paint, paintbrushes

**Language competences:** The children will be able to use language from the unit. They will be able to reflect on their learning.

### Warm-up

**Aim:** to review knowledge of mixing colours

- Show the children the plastic bottles with water. Tell them they are going to help make some coloured water. Put a drop or two of red food colouring into one of the bottles. Ask *What colour is it?* The children answer *Red*. Put one or two drops of yellow food colouring into another bottle of water and ask *What colour is it?* The children answer *Yellow*. Then pour some water from the red bottle into the yellow, put the lid on and shake it around. Ask the children to predict what the colour will be in L1. Hold up the bottle and ask *What colour is it?* The children reply *Orange*. Repeat using blue and yellow to make green water. Ask some of the children to help. Say *Thank you* when they put the drops in the water.

### Revision

- 7** **Think!** **PB p23** Look and say the colours. Colour.

**Thinking skills:** testing predictions

- Point to the paint pots in the first picture on PB page 23. Say *Look and say the colours*.

The children look at the pots and say *Yellow* and *Blue*. In L1 tell the children to think about what happens when those colours are mixed together. They can look at the picture of the rainbow on page 22 to help. Point to the empty paint pot and say *Colour*. The children colour in the paint pot with the correct colour (green). Tell the children to hold up their books and say the colour.

- Repeat for the second set of paint pots (orange). Circulate and help, listening to the colour words.

**8** **AB p23** Say the colours. Colour the circles.

**Aim:** to create a record of learning

- Point to the paint splodges on AB page 23. The children say the colours together.
- The children colour the circles if they can say the words on their own.
- Circulate and help as necessary. Ask individual children to say the colours.

### Extension activity

**Aim:** to review *Paint your ...*

- Give out the photocopies with pictures of classroom objects.
- Tell the children they are going to use their colours to paint the objects as you say them. Say, e.g. *Paint your bag red. Paint your book blue*. The children listen and paint using the correct colours.
- Circulate and help as necessary.
- Show some of the best pictures to the class.

**Note:** If you do not have pictures, act out the painting as on page T19.

### Ending the lesson

**Aim:** to review language from the unit

- Play the children's favourite game from the unit or sing the unit song.

### Phonics

- See page T81 for Unit 2 Phonics.

7

Think!

Look and say the colours. Colour.

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