

Suggested level: Key Stage 1

Module: Using My Five Senses

Unit: Colours Around Us

Learning Targets	
Interpersonal Strand (IS)	To develop the attitude and confidence in interacting with people and things around them using simple English:
	- Understand English words and conversations related to everyday life
	- Enjoy using simple English words, phrases or sentences to respond to questions, requests or instructions related to their life and school experiences
Knowledge Strand (KS)	To gradually develop basic concepts of English (*development/background)
	- Gradually understand the English alphabet and simple English words
	- Develop the basic concepts of print and books, and develop basic reading skills
	- Recognize some obvious features of the English language in simple spoken and written texts such as the direction of writing in English, the characteristics of an alphabetic script and the sound patterns of English; and apply this awareness to one's initial learning and use of the language.
Experience Strand (ES)	To build an interest in English
	- Display interest in English signage or broadcasts in their surroundings
	- Enjoy singing nursery songs and saying rhymes in English and to participate in fun English activities
	- Find pleasure in listening to or reading English stories

Learning Objectives	
Text-types	Photo caption
Vocabulary	Target vocabulary items in this unit: Clothing items: Dress, T-shirt, hat, jacket, shoes, scarf Colours: yellow, red, green, brown, black, white Recycling existing knowledge: Animals: monkey, shark, dolphin, crab, panda, mouse
Language Items and Communicative Functions	- Use nouns or noun phrases to identify clothing - Use adjectives to describe clothing - Use the simple present tense to talk about present states

Language Skills	
Listening	<p>Identify and discriminate sounds, stress and intonation</p> <ul style="list-style-type: none"> - recognize the difference in the use of intonation in simple questions and commands
	<p>Listen for explicit and implicit meaning</p> <ul style="list-style-type: none"> - work out the meaning of unknown words using pictorial clues
Speaking	<p>Present information, ideas and feelings clearly and coherently</p> <ul style="list-style-type: none"> - pronounce correctly letters of the alphabet and words in isolation (e.g. girl /gɜ:l/) - pronounce correctly words in connected speech by linking words together and using appropriate stress (e.g. Thank you /'θæŋkjʊ:/) - produce simple phrases and sentences involving repetition - use simple phrases and sentences to communicate with others with the help of cues
Reading	<p>Understand the basic conventions of written English</p> <ul style="list-style-type: none"> - follow left to right directionality - distinguish between capital and small letters
	<p>Construct meaning from texts</p> <ul style="list-style-type: none"> - recognize common abbreviations and contracted forms (e.g. Mr., Mrs., 10:00 a.m., 3:00 p.m., She's clever.) - guess the topic by using personal experiences and knowledge of the world - guess the meaning of unfamiliar words by using pictorial clues
Writing	<p>Use the basic conventions of written English</p> <ul style="list-style-type: none"> - use the left to right directionality sequence - use print script - combine letters to form words - space letters, words
	<p>Present information, ideas and feelings clearly and coherently</p>
	<ul style="list-style-type: none"> - reproduce sentences based on the teacher's model and use words from print in the campus

Materials:

- A PowerPoint for introducing the context of the tasks in this unit
- A PowerPoint for introducing the noun phrases e.g. "a yellow duck".
- A PowerPoint for the shared-writing exercise (photo caption)
- Laminated pictures of a genderless figure, a shop, the target clothing items and the target animals.
- Scripts for facilitating the task presentations

Introduction

Some animals in a dream park are going to have a fashion show soon. Students are going to be the stylists of

those animals and help them to get some clothing items for the fashion show.

Task 1 “Let’s go shopping”

- This is a group task. Students are given *a picture of a shop, a set of pictures of the clothing items and an animal picture*. Students are going to pick those clothing items from the shop and paste them on the assigned animal. They will then present the clothing items they have selected for the animal.

Task 2 “What does the animal have?”

- Students are provided with some pictures of some animals wearing different colored clothing items. They are going to play the game “1,2, show!” and follow the rules of the game. They follow the game sequences: pick a picture, say “1,2 show!”, show the picture and say, e.g. “*The panda has a black T-shirt*”, “*The crab has yellow shoes*”, etc.

Main task “Being a stylist”

- Students are going to work in groups and create new styles for their two animal models in this task. Students put on the laminated clothing items on the animal models. Finally, they will present their animals to the whole class and introduce those clothing items.

Lesson	Task/Activity
1 st	<p>Warm up (10 minutes)</p> <ul style="list-style-type: none"> - Students listen to song “Put on your shoes”. (<i>clothing items: shoes, scarf, jacket and hat</i>) - Encourage the students to observe the main characters in the music video. - Familiarize students with the target language pattern “put on _____ (a clothing item)” with the following activity: - Show a picture of a figure. - Give a command to the student, e.g. “Put on your <u>shoes/scarf/jacket/hat</u>.” - Ask students to paste the clothing items on that figure in the picture. <p>Pre-task (15 minutes)</p> <ul style="list-style-type: none"> - Divide students into groups (3-4 students) - Show four types of real clothing items (jackets, scarfs, hats and T-shirts) and introduce those items to the whole class. - Invite each group to come out one by one and do the following activity: - Call out the command, e.g. “Put on your jacket/scarf/hat/T-shirt.” - Students put on the real clothing items according to the command. - Check students’ understandings about all those clothing items. <p>Task 1 (Let’s go shopping) (25-35 minutes)</p> <ul style="list-style-type: none"> - Refer to students’ experiences by showing a video/some photos about the students

Lesson	Task/Activity
	<p>taking part in a school fashion show.</p> <ul style="list-style-type: none"> - Explain the situation/context to the students: a fashion show will be organized soon in their dream park. We are going to buy some clothing items for the animals inside the dream park*. - Students are divided into groups (3-4 with mixed ability) - Students are given <i>a picture of a shop, a set of pictures of the clothing items (i.e. one hat, one scarf, one jacket, two big shoes and six small shoes) and an animal picture.</i> - Students are going to pick those clothing items from the shop and paste them on the assigned animal, (e.g. paste a hat; a jacket; a scarf; shoes on the panda picture.) - Each group will be invited to present the clothing items they have selected for the animal. - Encourage them to present their work at sentence level, e.g. "Here is the panda. The panda has _____." <p>Note: *refer back to the task "What can you see?" in the previous unit.</p>
2 nd	<p>Pre-task- "1, 2, show!" (10 minutes)</p> <ul style="list-style-type: none"> - Show students six animal cards (<i>i.e. a yellow duck, a red hen, a green frog, a white cat, a black mouse and a brown bear</i>) - Elicit students' previous knowledge about <u>animals and their different colors</u>. - Cover those animal cards on a desk. - Demonstrate the game "1,2, show!" (i.e. randomly pick a picture, say "1,2 show!", show the picture to the class and describe the picture, e.g. "a yellow duck".) - Invite students to do the above sequence. <p>Task 2 "What does the animal have?" (20 minutes)</p> <ul style="list-style-type: none"> - Show six pictures of some animals wearing different colored clothing items, (<i>i.e. The panda -a black T-shirt; the monkey – a brown hat; the shark -a red scarf; the dolphin – a white dress, the mouse – a green jacket; a crab –yellow shoes.</i>) - Demonstrate the "1,2, show!" sequence several times: pick a picture, say "1,2 show!", show the picture and say "The panda has a black T-shirt", "The crab has yellow shoes". - Invite students to do the above sequence. <p>Post-task "Photo caption (shared-writing)" (20 minutes)</p> <ul style="list-style-type: none"> - Show four pictures of some animals wearing different colored clothing items. - Demonstrate how to write a photo caption (i.e. write the color word and circle the correct clothing item in the sentence, e.g. "The panda has a (____) (T-shirt / hat)".) - Invite a student to look at a picture, and help the whole class to fill in the name of the animal and the colored clothing item.

Lesson	Task/Activity
3 rd	<ul style="list-style-type: none"> - Divide students into groups (3-4 with mixed ability) and explain the <i>Pre-task</i>. <p>Pre-task *(20 minutes) (listening, speaking and reading)</p> <ul style="list-style-type: none"> - Provide a picture with two animals in different genders, e.g. a papa monkey and a mama shark. - Prepare the pictures of the 6 clothing items (i.e. T-shirt, dress, hat, jacket, scarf and shoes) - Explain to the whole class that this activity is pair work. - Student A gives instructions to Student B, e.g. “Put on the <u>T-shirt/ dress /hat /jacket/ scarf/shoes</u> (provide clues) “. Student B follows Student A’s instructions, selecting the correct item and pasting on the animal. - Pick two students from each group to demonstrate the following activity. <p>Main task “Being a stylist” (25-35minutes)</p> <ul style="list-style-type: none"> - Recall their knowledge about the taught clothing items with a PowerPoint/some picture cards. - Explain the context and demonstrate the task details as followed. - Students are going to be the stylists. They will create new styles for their two animal models in this task. - Students work in groups (in a group of 3-4 with mixed ability). - Each group is given a set of laminated materials (i.e. pictures of 1 yellow T-shirt, 1 red scarf, 1 white dress, 1 green jacket, 1 brown hat and 2 black shoes, a male animal picture, and a female animal picture). - Students put the clothing items on the animal models. - Each group will come out and introduce their models and the clothing items with the following sentence structures, e.g. “Here is Mr. Panda. Mr. Panda has a brown hat. Mr. Panda has a green jacket. Here is Miss Mouse...” <p>Notes:</p> <p>*Students are given both a female and a male animal.</p>