

**OBJECTIVES:** By the end of the lesson, pupils will be able to name and talk about colours and sing a song.

## • TARGET LANGUAGE

Key language: red, yellow, pink, green, orange, purple, blue, monster, rainbow, and, What colour's (the crayon)? It's ...

Additional language: *hi/hey*, sing the song, colour, play bingo, take out

Revisions: How old are you?, numbers 1–10, stand up, sit down, point to, pick up, open, close

## • MATERIALS REQUIRED

Colour flashcards (20–26)

Extra activity 1: a paper plate for each pupil, seven colours of tissue paper cut into strips for each pupil

## Warmer

- Start to write very slowly a number on the board. Pupils guess which number it is. Ask a pupil to come and complete the number. Repeat for the other numbers.

## Presentation

- Teach the colours using the flashcards. Show a flashcard. Say *It's (colour)*. Stick the flashcards on the board. Point and say *It's ... green*. Pause before the colour to give pupils a chance to say it. Practise the colours by saying, e.g. *Point to green. Point to red. Point to blue*.
- Point to a flashcard, e.g. yellow. Elicit negative answers. Say *Is it blue? Is it purple? Is it orange?* Then say *What colour is it?* Pupils respond *It's yellow*. Repeat.
- Invite pupils to take turns to be the callers to give them practice with the questions.

## PBS. ACTIVITY 7. Sing the song.

- Say *Open your Pupil's Books at page 5, please*. Say *What can you see?* Elicit or teach *rainbow*.
- Play the CD. Pupils listen and point to the colours. Play the CD again. Pupils join in the song. Play the CD one or two more times to give pupils confidence to sing. Pupils stand up and sing the song as a class.

## CD 1.11

Red and yellow and pink and green,  
Orange and purple and blue.  
I can sing a rainbow,  
Sing a rainbow,  
Sing a rainbow to you. (x2)

## CD 1.12

How sing the song again. (Karaoke version)

## Practice

- Say *Take out a blue pencil. Take out a red pencil*. Repeat for the other five colours. Hold up a blue pencil. Say *What colour's the pencil?* Pupils respond *Blue*. Pupils work in pairs. They take turns to hold up a pencil, ask a question and respond.

## PBS. ACTIVITY 8. Listen and say the colour.

- Play the CD. Do the first one as an example. Pupils hear the number and say the colour which corresponds, e.g. 1 = pink. Pupils check in pairs. Play the CD again, stopping after each one to elicit the number and the colour.

Key: 6 = green, 3 = yellow, 5 = blue, 1 = pink, 7 = purple, 4 = red, 2 = orange

## CD 1.13

Six, three, five, one, seven, four, two

## Class game

- Divide the class into seven groups. Give each group a different colour. Play an instruction game. Say, e.g. *Red, stand up*. *Yellow and green, point to your books*. Continue, making sure you involve all the pupils and give them practice with the language of instruction.

## Extra activity 1: see page 105 (if time)

## ABS. ACTIVITY 7. Listen and colour. [YLE]

- Say *Open your Activity Books at page 5, please*. Elicit the numbers. Tell pupils to place the seven coloured pencils on their desks. Say *Now listen and colour*. Pupils mark the number with a dot in the right colour. They colour the number in fully after the listening. Play the CD. Pupils listen and mark the numbers. They check in pairs. Play the CD again. Check with the class by asking, e.g. *What colour's number one?*

Key: 3 = orange, 9 = green, 2 = pink, 5 = yellow, 10 = red, 7 = purple, 1 = blue

## CD 1.14

Colour number five yellow.  
Colour number nine green.  
Colour number ten red.  
Colour number three orange.  
Colour number one blue.  
Colour number two pink.  
Colour number seven purple.

## ABS. ACTIVITY 8. Play bingo.

- Draw a grid on the board like the one in the Activity Book. Elicit a number to put in one of the squares. Complete the grid with any four numbers between 1 and 10. Pupils choose any numbers between 1 and 10 for each square of their grids. They write them in pencil.
- Call out numbers in random order. Pupils tick their numbers as they hear them. Pupils shout *Bingo!* when all numbers are ticked. The winner is the first to read back the numbers correctly.
- Pupils erase the numbers. Repeat the game.

## Extra activity 2: see page 105 (if time)

## Ending the lesson

- Pupils close their books. Sing the rainbow song again. If pupils have made rainbows, they point to the colours on their rainbows as they sing.

# Kids Box 1 Teachers

**Caroline Nixon, Michael Tomlinson**



## **Kids Box 1 Teachers :**

Kid's Box Level 1 Pupil's Book Caroline Nixon, Michael Tomlinson, 2014-01-30 Bursting with bright ideas to inspire both teachers and students Kid's Box gives children a confident start to learning English It also fully covers the syllabus for the Cambridge Young Learners English YLE tests This pupil's book presents and practices new language through amusing stories and fantastic songs and activities making the learning process a joy Kid's Box Level 1 Teacher's Book British English Lucy Frino, Melanie Williams, 2017-02-16 An update of the well loved course for young learners now fully in line with the revised Cambridge English Young Learners tests The fun course for seriously good results This seven level course delights children and inspires teachers with its bright ideas Perfect for general use Kid's Box Second edition is now updated with new vocabulary and activities so that it fully covers the syllabus of the revised Cambridge English Young Learners tests The Teacher's Book contains comprehensive teaching notes and the Pupil's Book pages for reference as well as extra activities photocopiable pages and classroom ideas to inspire both teachers and students **Kid's Box American English Level 3 Teacher's Resource Pack with Audio CD** Kathryn Escibano, Caroline Nixon, 2011-03-10 Kid's Box is a six level course for young learners Bursting with bright ideas to inspire both teachers and students Kid's Box American English gives children a confident start to learning English It also fully covers the syllabus for the Cambridge Young Learners English YLE tests This Resource Pack contains extra activities to reinforce and extend each unit of the Student's Book allowing teachers to cater for mixed ability classes as well as tests suitable for YLE preparation It is accompanied by an Audio CD complete with songs listening exercises and tests Level 3 begins the Movers cycle CEF level A1 Kid's Box Level 1 Teacher's Book American English Lucy Frino, Melanie Williams, 2017-02-09 An update of the well loved course for young learners now fully in line with the revised Cambridge English Young Learners tests The fun course for seriously good results This seven level course delights children and inspires teachers with bright ideas for the English classroom Perfect for general use Kid's Box Second edition is now updated with new vocabulary and activities so that it fully covers the syllabus of the revised Cambridge English Young Learners tests The Teacher's Book contains comprehensive teaching notes with the Student's Book pages for reference as well as extra activities photocopiable pages and classroom ideas **Kid's Box American English Level 1 Teacher's Edition** Melanie Williams, Caroline Nixon, Michael Tomlinson, 2010-12-02 Kid's Box is a six level course for young learners Bursting with bright ideas to inspire both teachers and students Kid's Box American English gives children a confident start to learning English It also fully covers the syllabus for the Cambridge Young Learners English YLE tests The Teacher's Edition contains comprehensive notes as well as extra activities and classroom ideas to inspire both teachers and students Level 1 begins the Starters cycle Kid's Box Level 1 Teacher's Book Lucy Frino, Melanie Williams, 2014-03-27 Second edition of this popular course for young learners now seven levels including Starter Perfect preparation for Cambridge English Young Learners Starters Well loved by children and teachers the world over Kid's Box is bursting with

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Normal Instructor and Teachers World, 1924

**Mobile Teachers, Teacher Identity and International Schooling** Ruth Arber, Jill Blackmore, Athena Vongalis-Macrow, 2015-01-19 Mobile Teachers Teacher Identity and International Schooling focuses on the increased mobility of teachers and curriculum and what it means for the expansion of international schooling In the early 21st century educational institutions have been transformed by technological innovation and global interconnectivity The demographic ideological economic and cultural flows that integrate local and global interconnections have consequences for the ways in which educational policy theories and practice can be understood and take place locally The everyday lives of practitioners parents and students the institutions in which they are educated and work and the sociocultural and ideological contexts in which they work are all consequently changing The manifestation of these changes as evident in the work and lives of teachers within specific cultural contexts and education systems in their implications for educational theory and methodology and their consequences for policy programs practice and research in education are the focus of this book This book explores the mobility of curriculum pedagogies ideas and people that represent and mediate the impact of Global uneven flows and movements through in and for school education and the concepts and practices which frame that transformation The particular focus of the book is on how these flows inform the ways individuals negotiate their identities cultures and languages in different national and educational contexts Education systems and the educational experiences offered by schools are being reconfigured due to multiple pressures What do these moves to mobilise and to work transnationally mean in terms of educational provision possibilities and practice

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1999 **Oregon Teachers Monthly**, 1912 **The Nicest Kids in Town** Matthew F. Delmont, 2012-02-22 American Bandstand one of the most popular television shows ever broadcast from Philadelphia in the late fifties a time when that city had become a battleground for civil rights Counter to host Dick Clark's claims that he integrated American Bandstand this book reveals how the first national television program directed at teens discriminated against black youth during its early years and how black teens and civil rights advocates protested this discrimination Matthew F Delmont brings together major themes in American history civil rights rock and roll television and the emergence of a youth culture as he tells how white families around American Bandstand's studio mobilized to maintain all white neighborhoods and how local school officials reinforced segregation long after Brown vs Board of Education The Nicest Kids in Town powerfully illustrates how national issues and history have their roots in local situations and how nostalgic representations of the past like the musical film Hairspray based on the American Bandstand era can work as impediments to progress in the present Strengths-Based Family and Community Partnerships in Early Childhood Special Education Research and Practice Chelsea T. Morris, 2025-05-30 This comprehensive edited collection provides early childhood education and early childhood special education providers and researchers with strengths based strategies for young children in infant toddler and preschool settings It focuses on meaningfully working with families and communities to promote children's social emotional behavioral and mental health well being Moving away from deficit based views and reframing how educators and researchers can respond to behavior that is perceived as challenging the book begins with an overview of family centered practices the negative impact of exclusionary discipline and theoretical models for understanding behavior and partnerships Then the chapters detail how to recognize and build on family and community strengths reduce suspensions and expulsions and promote strengths based teacher training and research collaborations The book also discusses research practice and policy approaches that support children with disabilities emphasizing the importance of family and community in intervention processes Strengths Based Family and Community Partnerships in Early Childhood Special Education Research and Practice is key reading for early childhood professionals pre service teacher educators and researchers

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