



# Using songs: a lesson plan for 'Colors'

## Lesson overview

Learning the colors in English and naming the colors around them is fun and useful for young learners. It is also language that they can take out of the classroom and use at home. In this lesson, students will learn the names of 11 colors and sing a song that includes the 3 primary colors (red, yellow and blue), as well as black and white. They will develop confidence in asking questions about what color things are.

## Target language

**Vocabulary:** red, yellow, blue, black, white, green, purple, orange, pink, gray, brown

*What color is it? It's \_\_\_\_\_.*

## Materials

- ✓ Picture cards showing the colors
- ✓ The song 'Colors'
- ✓ The 'Colors' song sheet

## Stages

### A. Warm up

Play the song 'Colors' in the background as students arrive for class. Greet the class. Talk about the colors of some of the students' possessions, such as backpacks and pencil cases. Familiarize students with the sound of the question *What color is it?* And the answer *It's \_\_\_\_\_.*

### B. Vocabulary presentation

- i) Use the picture cards to introduce the 11 colors, showing the cards and repeating together. The second time around ask *What color is it?* each time and help students produce the names of the colors.
- ii) Mix up the cards and go through them again, this time encouraging students to answer more fully, *It's \_\_\_\_\_.*
- iii) Point to objects in the classroom. You can match them with the cards as you do so, always asking *What color is it?* and prompting students to answer *It's \_\_\_\_\_.*
- iii) Once students are familiar with the names of the colors have a student take over from you, acting as teacher and showing the cards.



### C. Practice activity

- i) Face the students, holding the shuffled pack of cards towards you so that they cannot see the card facing you – the card which you can see.
- ii) Ask the students *What color is it?* When one of the students gets it right, show them all the card and fix it to the board. For larger classes you might want students to take it in turns to suggest colors.
- iii) When all the colors are on the board, go through them one more time to increase the students' confidence before moving on to the song.

### D. Song

- i) Look together at the art that accompanies the song lyrics. Talk about the pictures using any English that the students know, pointing at the pictures of the colored crayons.
- ii) Read the song lyrics with the students. By now they should be familiar with the target language.
- iii) Put the color cards for on the board in the order of the songs. Play the song, singing together.
- iv) Add some movements to represent each color, talking with your students to decide the gestures.

The gestures might be something like this:

<i>red</i>	squeeze a bottle of ketchup with hands reached out in front of you
<i>yellow</i>	peel a banana
<i>blue</i>	point to the sky
<i>white</i>	gesture falling snowflakes
<i>black</i>	students put their hands over their eyes

- v) When students have mastered these colors, you can sing a new version of the song using different colors and making up new gestures.

### E. Activity

- i) In pairs, students take out about 6 different colored items from their pencil cases and put them on their desks in front of them.
- ii) Taking it in turns, they pick up an item and ask their partner *What color is it?* answering *It's* \_\_\_\_\_.
- iii) Now students take it in turns to close their eyes while their partner removes one of the items from the desk, concealing it behind their backs and asking *What color is it?* Their partner must try and remember which item was removed from the desk and what color it was, answering *It's* \_\_\_\_\_.



### F. Game

- i) Show the picture cards one at a time, asking the students *What color is it?* When they have said all the colors, remove one card from the bunch of cards and put it in a large folder or envelope. Don't let the students see which card it is.
- ii) Ask the question again, holding up the envelope. *What color is it?*
- iii) Each student calls out their guess, saying *It's \_\_\_\_\_* loud enough for the students around them to hear their guess.
- iv) All the students stand up. Now turn over a card from the pack. This card is clearly *not* the card in the envelope so all the students who guessed that color should sit down.
- v) Finally, the students who have guessed the correct color will be left standing.  
(This game can also be played with other picture cards or any pictures from magazines etc. showing colored items.)

### G. Follow-up at home

Ask your students to make a collection of cut out magazine pictures of colourful items to bring to class next week. When they come to class, use these to review the target language.