

*Red Rockets and Rainbow Jelly* (by Sue Heap & Nick Sharratt)

**Lesson Plan**

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<b>Level of students</b>	Junior primary
<b>Learning objectives</b>	<p>By the end of the lesson, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Use the sentence structure “ Subject + <i>likes/like ...</i>” to describe preferences;</li> <li>2. Identify the 10 colours (red, green, yellow, purple, orange, brown, black, white, pink and blue) in words and some animal names (including <i>duck, bear, cat, dog</i> and <i>dinosaur</i> from the reader, and others: <i>pig, sheep, horse, cow, chicken, lion, tiger, monkey, elephant</i> and <i>giraffe</i>);</li> <li>3. Describe animals with target colour words.</li> </ol>
<b>Main learning activities</b>	<ol style="list-style-type: none"> <li>1. Matching game (to check Ss’ understanding of the reader);</li> <li>2. Colouring game;</li> <li>3. Circle game (to practise the sentence structure: <i>S + likes ...</i>)</li> </ol>
<b>Teaching and learning resources</b>	Reader ‘Red Rockets and Rainbow Jelly’, PPT, worksheets, YouTube videos
<b>Duration</b>	105 minutes

Lesson procedures and estimated duration		
Teaching and learning activities	T/L materials	Duration
<p><b><u>Introduction</u></b></p> <p>1. T shows Ss the cover of the reader <i>Red Rocket and Rainbow Jelly</i> and asks, “What colours can you see?” to activate Ss’ previous learning on colour words. T tells Ss that they are going to read a book about colours and animals.</p>	Reader	5 mins
<p><b><u>Warm-up (colour teaching)</u></b></p> <p>2. T plays a ‘colour song’ on YouTube. In the first playing, Ss just listen. In the second playing, Ss join in and sing the song together.</p> <p>3. T shows Ss pictures of the target colour words (<i>red, green, yellow, purple, orange, brown, black, white, pink and blue</i>) mentioned in the reader. Ask Ss to tell the colours.</p> <p>4. T prepares a toy box with different colour balls inside. One student is invited to draw a colour ball each time. The class have to tell the colour.</p>	<p>PPT</p> <p>Colour song on YouTube:  <a href="https://www.youtube.com/watch?v=z0HZNaM7gTg">https://www.youtube.com/watch?v=z0HZNaM7gTg</a> (easy)</p> <p>OR</p> <p><a href="https://www.youtube.com/watch?v=qRyLH_X0dnI">https://www.youtube.com/watch?v=qRyLH_X0dnI</a>;</p> <p>OR</p> <p><a href="https://www.youtube.com/watch?v=SLZcWGQQsmg">https://www.youtube.com/watch?v=SLZcWGQQsmg</a></p>	10 mins
<p>5. <b><u>Reader Comprehension</u></b> T plays a video, which reads the book.</p> <p>6. T leads Ss to read the book again. To help Ss practise the colour terms and animal terms, during the reading T repeatedly asks Ss, “What does Nick/Sue like?”.</p> <p>7. T uses pictures and distractors (e.g. red apples</p>	<p>Reader</p> <p>YouTube video  <a href="https://www.youtube.com/watch?v=3MUAMItMcaU">https://www.youtube.com/watch?v=3MUAMItMcaU</a></p>	35 mins

<p>vs green apples) to check Ss' understanding, e.g. T can show a picture of green apples and ask, "Nick likes <b>GREEN</b> apples?", and the expected student answer is "No".</p> <p>8. <u>Activity 1</u>: To check Ss' understanding of the colour terms and the target vocabulary, T asks Ss to choose the correct pictures and put them in the spaces provided.</p> <p>9. <u>Activity 2 (grammar teaching)</u>: Ss practise "Subject + <i>likes</i>" structure in its written form. T can draw Ss' attention to the use of the singular verb 'likes' after a singular subject by asking Ss to circle the verb "likes".</p> <p>10. <u>Circle Game</u> (practice of colour terms and "Subject + <i>likes</i>"): Ss stand in a circle, with each holding a picture (e.g. red apples, green pears, etc.) as their favourite fruit. Ss can draw and colour their own pictures. Ss take turns to tell what their classmates' favourite fruits are (e.g. <i>Andy likes green pears, ... and Mary likes purple grapes, etc.</i>).</p> <p><u>Variation</u>: This can be turned into a memory chain game. Each student has to repeat what the previous student has said and extend the sentence without seeing the pictures. Each student shows his/her picture for checking only after the player has said what he/she likes.</p>	<p>Pictures</p> <p>Worksheet 1</p>	
<p><b><u>Vocabulary Teaching on Animals</u></b></p> <p>11. <u>Activity 3</u>: T asks Ss to find the pictures of 5 animals mentioned in the reader, circle the animal names and write them down beside the corresponding pictures.</p> <p>12. T shows the pictures and the names of 5 animals (<i>duck, bear, cat, dog, and dinosaur</i>). T help Ss read the words correctly.</p> <p>13. T asks Ss, "What animals does Nick/Sue like?". T shows PPT slides 44-48, highlighting the colours</p>	<p>Reader</p> <p>PPT</p> <p>Activity 3</p>	<p>45 mins</p>

<p>of the animals, and asks Ss to tell whether Nick or Sue likes each of the animals.</p> <p><u>Vocabulary extension:</u></p> <p>14. T asks Ss, “What animals can you find on a farm / in a zoo? What are their colours?” Let Ss brainstorm ideas with their partners and invite some of them to share their ideas with the class. T writes down Ss’ answers on the blackboard.</p> <p>15. T sets a scenario about an outing to a park / farm and ask Ss to tell what animals they can see and what colours the animals have.</p> <p>16. T shows some animal pictures (<i>pig, sheep, horse, cow and chicken; lion, tiger, monkey, elephant and giraffe</i>) and their colours on PPT. T help Ss read the words correctly.</p> <p>17. <u>Colouring activity for vocabulary consolidation (Activity 3, parts 2-3):</u></p> <p>T asks Ss to colour at least 3 animals they like. Then Ss use the sentence pattern “I am ... I like ...” to describe their favourite animals. T invites some Ss to display and share their work with classmates.</p>		
<p>18. Information gap activity (Activity 4):</p> <p>Ask Ss to interview four friends about their favourite animals or things, and the colours they like. Ss then report their findings by using the sentence pattern “This is my friend... He/She likes....”.</p>	Activity 4	10 mins

## Appendix

### Red Rockets and Rainbow Jelly (by Sue Heap & Nick Sharratt)

This is Nick. This is Sue.

Nick likes red apples. Sue likes green pears.

Nick likes yellow socks. Sue likes yellow ducks.

Nick likes orange hair. Sue likes purple hair...

... and purple flowers.

Nick likes brown bears and black cats.

Sue likes black and white cats and black and white hats.

Nick likes red cars. Sue likes pink and orange cars.

Nick likes pink and orange dinosaurs. Sue likes red rockets and red dogs.

Nick likes green aliens. Sue likes green and yellow aliens.

Nick likes green and red and pink and orange and yellow and purple jelly.

Sue likes everything blue.

Sue likes Nick. Nick likes Sue.