

Lesson Plan



What does Timmy paint?

CEFR Level First Phrases

Text type: modern story

Word count: 78

Lexile measure: 160L

Lesson objectives

Vocabulary focus

Question word: *What?*

Colors: *blue, red, yellow*

Phrases: *Let's . . . ! Well done!*

General: *give, great, paint (n and v), rainbow, sky, some, sun, tractor*

Aims

- Understand conversational phrases
- Read/listen and respond to the story
- Follow a repeated sequence of events
- Recognize key words in context

Resources

Reader

Audio (UK/US) tracks 1–5

Phrase cards 1–4

Timing: 20–30 minutes

This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

We would suggest 5 minutes for **Before reading**, 15 minutes for **During reading**, and 5 minutes for **After reading**. Additional time can be used for further activities.

Lesson plan

Before reading

Show the children the cover of the Reader, but hide the title. If the children don't know Timmy, point to him and say: *This is Timmy*. Ask: *What is he doing?* and establish that he is painting. Point to the different colors in the picture and ask: *What color is this?* Teach or elicit *blue, yellow* and *red*. Reveal the title, and mime painting. Say *Let's paint!* and check the children's understanding of *Let's . . . !* Mime some more actions, and elicit other phrases, for example, *Let's go! Let's run!*



Ask the children to look at Reader pages 4–5 and go over the characters and the other words. Practice colors by referring to the characters, for example: *Who is yellow? Who has a blue bag/hat?* Award points for correct answers. Show the children the Phrase card of the cover picture and ask them to point to the blue, yellow and red in it, used to color both objects and background.

During reading

Read out or play the recording of the text (Audio track 1). Stop after Reader pages 6–7 and ask the children if they can guess what Timmy is going to paint with the blue paint. Ask them to turn to pages 8–9, and read or play the story. Ask the children: *Were you right?* Repeat the procedure with the yellow paint (pages 10–11) and red paint (pages 14–15).

Read out or play the recording of the text again.



After reading

Divide the class into teams. Take some blue, yellow and red paints or colored pens or pencils. Paint or draw an object, for example, a red car, and ask Team A to guess what it is you are painting/drawing. Award points to the first team to name the object, and more points if they name the correct color as well.

Show the children the three Phrase cards of colors. Ask teams to help you think of objects which could go with each color, and make lists.

Divide the children into three groups—blue, yellow and red. Play the song (Audio track 5) on Reader page 24, and ask them to listen and join in. When they hear the name of their color, they should stand up.

5 Sing the song.

Timmy has some blue paint so he can try
To paint a picture of a big blue sky.
The picture is great. Well done!
Timmy, Timmy paints a yellow sun.

Timmy, Timmy paints a rainbow!
Blue, red, yellow—this is fun!

Timmy has some red paint. What is that for?
Timmy, Timmy paints a red tractor.
Tractor and sky and rainbow and sun.
The picture is great. Well done!

Timmy, Timmy paints a rainbow!
Blue, red, yellow—this is fun!

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Differentiation

Extra support

Before the children do the Reader activities on pages 20–23, revise the colors on the Phrase cards. Make statements for them to correct, for example, *The sky is red.*

Extension

Fast finishers can work with a partner and take turns choosing a color then painting or drawing something for their partner to guess, for example, a yellow banana.