

# **“Popcorn” Words: Colors**

## **T1:U1:L2**

### **Lesson Description:**

“Popcorn” words are common words that “pop up” regularly during the course of normal conversation, and they are fundamental to early language acquisition and conversation. This lesson will help you teach your students some “pop up” words for colors and help them practice using those words in brief conversations.

### **Student Learning Objectives:**

After completion of this lesson, students will be able to:

- Recognize, spell, and pronounce the color words BLUE, RED, and YELLOW
- Spell and pronounce words that are commonly associated with those colors
- Use both color and associated words in complete sentences

### **Word List:**

BLUE, RED, YELLOW, BIRD, FISH, APPLE, SHOE, BUS, LEAF, HOUSE, HAIR, WHALE, SHIRT, TRUCK

### **Slide 1:**

**Naativ opener slide**

### **Slide 2**

Greet your student and introduce the lesson concept: Today we are going to be learning color words.

### **Slide 3**

Bellringer: As a pre-assessment/warm-up, ask students to identify the colors of the objects on the slide. If fluency/age is an issue, walk the student through the objects and identify the colors (red, blue, yellow) and the objects (sight words HOUSE, SHIRT, HAIR).

**Note:** If necessary or desired, circle the objects/sight words as you or the student identify them.

### **Slide 4**

Introduce the color word “blue” by saying the word, spelling the word, sounding it phonetically, and pronouncing it again. Then, ask students to complete the same process.

**Note:** Students may have difficulty with phonetics, exaggerating the “bl” into “buh-lue.” Correct and remediate as necessary.

### **Slide 5**

Ask students to answer the associated word question by reading the question and starting the sentence. If fluency/age is an issue, give students clues (i.e. mimic flapping of wings). Have students complete the sentence using the associate word.

### **Slide 6**

Ask students to answer the associated word question by reading the question and starting the sentence. Ask students to read the sentence, and then circle the correct sight word on the screen.

### **Slide 7**

Students should circle the object and sight word on the screen and pronounce the sight word.

**Note:** If fluency/age permits, or if desired, ask students to identify and pronounce the additional sight words and color words (red and yellow, apple and bus) This can be used as a reward question if desired.

**Slide 8 (Summative Assessment Activity)**

Ask students to circle the “bl” pairs on the slide, and then pronounce each word as circled. If fluency/age is an issue, forego student pronunciation and focus on correctly identifying the “bl” pairs.

**Time Limit:** Allow maximum of 1 minute for this activity.

**Slide 9**

Ask students to answer the associated word question by reading the question and starting the sentence. If fluency/age is an issue, give students clues (i.e. mimic walking or running, show them an example, etc.). Have students complete the sentence using the associate word.

**Slide 10**

Ask students to answer the associated word question by reading the question and starting the sentence. Ask students to read the sentence, and then circle the correct color sight word on the screen.

**Slide 11**

Reinforce the color word “red” by saying the word, spelling the word, sounding it phonetically, and pronouncing it again. Then, ask students to complete the same process.

**Slide 12**

Students should circle the correct object and sight word on the screen and pronounce the sight word.

**Note:** If fluency/age permits, or if desired, ask students to identify and pronounce the additional sight words and color words (blue and green) This can be used as a reward question if desired.

**Slide 13**

Introduce the color word “yellow” by saying the word, spelling the word, sounding it phonetically, and pronouncing it again. Then, ask students to complete the same process.

**Slide 14**

Ask students to answer the associated word question by reading the question and starting the sentence. If fluency/age is an issue, give students clues (i.e. mimic swimming, show them another image, etc.). Have students complete the sentence using the associate word.

**Slide 15**

Ask students to answer the associated word question by reading the question and starting the sentence. Ask students to read the sentence, and then circle the correct color sight word on the screen.

**Slide 16 (Sight Word Matching Formative Assessment)**

Ask students to match the picture to the color word by drawing a line from the word to the picture.

**Time Limit:** Allow a maximum of 30 seconds for this activity.

**Slide 17 (Summative Assessment Activity)**

Ask students to repeat the sentences that include the color and associated sight words.

**Time Limit:** Allow a maximum of 2 minutes for this activity.

**Slide 18 (Freeform Conversation Activity)**

Ask students to show you something from their home that is blue, red, and yellow. If fluency is an issue, use pre-staged items to demonstrate the activity to the student, and guide student through the activity.

**Note:** Adjust this activity for fluency as necessary. You may need to repeat the sentence pronunciation several times.

**Slide 19 (Vocabulary Builder Conversation Activity – Word Wall)**

Celebrate student achievement by pointing out the number of words they have learned today!

**Note:** As a summative assessment, if you have time left over at the end of the lesson, lead students in a “Word Wall Challenge.” Either spell or pronounce 5 words from the wall at random and ask students to circle the words. Alternately, ask students to choose 5 words randomly and spell and pronounce them. If fluency permits: As a potential reward activity, encourage them to use one of the words in a sentence.

**Slide 20 Naativ Closer Slide**

Follow the same steps as Slide 19 for this sentence.