

Colors & Household Objects - Teacher's Lesson Plan

Beginner Level | Age: 10-12 years | Duration: 30 minutes | One-to-One

Lesson Overview

Learning Objectives:

- Students will identify and name 6-8 household objects
- Students will use color adjectives to describe objects
- Students will construct simple sentences using "This is a..." and "The...is..."
- Students will demonstrate understanding through speaking and writing activities

Materials Needed:

- Student worksheet
 - Colored pencils/markers
 - Real objects or pictures (chair, lamp, pillow, etc.)
 - Timer/stopwatch
-

Lesson Structure & Teacher Notes

Warm-up: Color Hunt (5 minutes)

Objective: Activate prior knowledge and create a comfortable learning atmosphere

Instructions:

1. **Greet the student warmly:** "Hello! Today we're going to explore colors and things in our house!"
2. **Explain the activity:** "Let's be color detectives! Look around this room and find things that are red, blue, green, and yellow."
3. **Model first:** Point to a red object and say "I see something red - this pen!"
4. **Encourage participation:** Give positive feedback for any attempt

Teacher Notes:

- If student struggles, point to objects and ask "What color is this?"
 - Accept answers in student's native language initially, then provide English
 - Build confidence with lots of praise: "Excellent eye!" "Great job!"
-

Vocabulary Introduction (8 minutes)

Target Words: chair, table, lamp, pillow, curtains, carpet, vase, blanket

Step 1: Present New Words (4 minutes)

1. **Use real objects or clear pictures** - hold up/point to each item
2. **Say each word clearly 3 times:** "Chair... chair... chair"
3. **Have student repeat after you**
4. **Add simple gestures:** sit for chair, sleep for pillow, etc.

Step 2: Quick Check (2 minutes)

- **Point and ask:** "What's this?"
- **If student doesn't know, give the answer positively:** "That's right! It's a table!"

Step 3: Color + Object Practice (2 minutes)

- **Show colored pictures/objects:** "This is a red chair"
- **Have student repeat the full phrase**

Teacher Notes:

- Speak slowly and clearly
 - Use exaggerated facial expressions to maintain engagement
 - If student knows some words already, praise and move on quickly
 - Visual aids are crucial for this age group
-



Grammar Focus (5 minutes)

Target Structures:

- "This is a [color] [object]"
- "The [object] is [color]"

Step 1: Pattern Introduction (2 minutes)

1. **Demonstrate with real objects:** Hold up a red pen: "This is a red pen"
2. **Show pattern on board/paper:** This is a + color + object
3. **Give 2-3 more examples with different objects**

Step 2: Pattern Practice (3 minutes)

1. **Guided practice:** Show object, student completes: "This is a... (prompt color)... (prompt object)"
2. **Introduce second pattern:** Point to object: "The chair is red"
3. **Practice both patterns** with 3-4 different objects

Teacher Notes:

- Use hand gestures to indicate sentence parts
 - Don't worry about perfect pronunciation - focus on structure
 - Correct gently: "Good try! Listen: 'This is a RED chair'"
 - Make it playful - use different voices or silly examples
-

Practice Activities (7 minutes)

Activity A: Worksheet Matching & Labeling (4 minutes)

Instructions:

1. **Explain clearly:** "Now we'll use our worksheet. First, let's label this living room!"
2. **Do first example together:** Point to chair in picture, ask "What color should this be?"
3. **Let student work independently but stay close**
4. **Provide help when needed:** "Remember, we say 'The lamp is...'"

Activity B: True/False (3 minutes)

1. **Read each statement aloud together**
2. **Have student look at their picture and decide**
3. **Ask "Why?" for each answer to encourage speaking**

Teacher Notes:

- Circulate (even in 1-on-1, move around to check their work)
 - Give immediate positive feedback
 - If mistakes occur, guide discovery: "Look again at the chair. What color did you make it?"
-

Production Task: My Dream Bedroom (5 minutes)

Objective: Students apply new vocabulary creatively and personally

Instructions:

1. **Set up the task enthusiastically:** "Now the fun part! Draw your perfect bedroom!"
2. **Give time limit:** "You have 3 minutes to draw, then we'll talk about it!"
3. **Encourage creativity:** "Use lots of colors! Make it amazing!"
4. **While they draw, ask questions:** "What color will your blanket be?"

Speaking Component:

1. **Have student describe their drawing using target language**
2. **Prompt if needed:** "Tell me about your chair" → "My chair is..."
3. **Ask follow-up questions:** "Why did you choose a blue carpet?"

Teacher Notes:

- Don't worry about artistic quality - focus on language use
 - Model enthusiasm about their choices
 - Help with vocabulary if they want to add new items
 - This is assessment time - note their ability to use new structures
-

Assessment & Wrap-up (2 minutes)

Quick Review:

- **Point to worksheet items randomly:** "What's this?" "What color is it?"
- **Ask one personal question:** "What's your favorite thing in your dream bedroom?"

Homework Explanation:

- **Read homework task together**
- **Clarify any questions**
- **Get them excited:** "You're going to be a house detective!"

Lesson Closure:

- **Praise effort:** "You worked so hard today!"
 - **Preview next lesson:** "Next time we'll learn about more rooms in the house!"
-

Assessment Notes

Check student's ability to:

- ☐ Identify and name 6+ household objects
- ☐ Use basic color vocabulary
- ☐ Form simple sentences with "This is a..."
- ☐ Form simple sentences with "The...is..."
- ☐ Understand and respond to basic questions
- ☐ Participate actively in speaking activities

Notes for next lesson:

- Words to review: _____

- Grammar to reinforce: _____
 - Student interests to incorporate: _____
-

Differentiation Strategies

If student finds it too easy:

- Add more complex color vocabulary (light blue, dark green)
- Introduce "I have a..." structure
- Ask opinion questions: "Which do you like better?"

If student struggles:

- Reduce vocabulary to 4-5 items
- Use more visual support
- Allow more native language support initially
- Focus on recognition before production

For different learning styles:

- **Visual:** Use pictures, colors, drawings
 - **Kinesthetic:** Touch objects, use gestures, move around
 - **Auditory:** Repeat words, use rhythm/chants
-

Homework Follow-up for Next Lesson

Opening activity for next class:

1. Have student share their "house detective" findings
2. Ask questions about their bonus photo/drawing
3. Use their homework to review vocabulary naturally

Great job planning an engaging lesson! 🌟