

Colour Unit



Colour Unit

The theme of colour was chosen as a sample unit as it is a base on which further topics can be explored (culture, identity, physical descriptions, food and clothing) ensuring the language is being constantly recycled. It also allowed the inclusion of activities that develop fine motor skills, eye tracking and visual discrimination. This bank of activities hopefully provides the teacher with a basic foundation that will encourage and provide the impetus for teachers to think outside the square.

Basic colours used in this unit are, green, red, orange, pink, brown, purple, black, gold, grey and white.

In most of the card games listed below you will require a colour printer. For durability sheets can be printed on thicker stock and laminated.

Vocabulary Activities

➤ Dominoes

- cut the dominoes along the dotted line, so there are 12 tiles
- students work in pairs
- deal 3 dominoes each and place the remaining cards in a pile face down
- take in turns to match the domino. If a player cannot move they must pick up one from the remaining pile to add to theirs
- take a domino from the pile, turn over and place on the table
this domino becomes the starting point to the game

- **A1** Game 1 - matching the colour and word
- **A2** Game 2 - matching the first part of the word with it's ending

➤ Concentration (24 cards) **A3**

- play in pairs or groups of 3
- place cards in a grid 6 x 4 face down
- students take turns of turning 2 cards over at a time, if matching the student keeps the pair
- the player with the most pairs win

➤ Happy Families **A4**

- play in groups of 3 or 4
- each group is given a set of cards
- shuffle the cards and deal to each player
- the aim of the game is to get as many colour sets as possible by asking a group member if they have a specific card to help make a set
eg. ***Ly do you have a purple heart?***
the student must answer ***No, I don't*** or ***Yes, I do***
if yes they must give their card to the person
- when they have a complete set they place them down
- the winner is the person with the most sets

➤ Snap use the concentration cards (24 cards) **A3**

- play in groups of 3 or 4
- deal out all the cards evenly and place 1 in the middle
- each player takes it in turn to place a card on top of the middle card
- if the word and colour match the student calls out Snap and keeps the pile of cards
- the winner is the person with all the cards

➤ **Matching worksheet A5**

- match the colour to the word

➤ **Colour wordsearch A6 & A7**

- two different formats using the same vocabulary.
- worksheets made at <http://tools.atozteacherstuff.com/>

➤ **Colour wordshapes A8**

- worksheet which helps students develop their visual discrimination and sight vocabulary by discerning various shapes of letters and words
- worksheets made at <http://tools.atozteacherstuff.com/>

➤ **Vocabulary & Handwriting Worksheets**

worksheets can also be found at <http://www.mes-english.com/> , but also include basic shapes. Click on flashcard worksheets and then select a topic

- a. spaghetti string – where students trace over words and then match to the picture.
- b. spelling worksheets – students trace or write the correct colour
- c. word searches – first version has words written on the bottom, second version has just pictures and students must find the words and the third pictures with a place to write the word before locating them in the word find
- d. crossword – clues are pictorial
- e. free writing – students write a sentence to go with each colour
- f. handouts (vocab sheets) can also be made by going to custom worksheets

➤ **BINGO**

- cards can be generated at www.mes-english.com/ and then printed
- another version of class BINGO, using colours, can be found at www.the-bus-stop.net
- students can make own cards 3 x 3 and choose to write eight colour words (one in each square)
- pair BINGO: each pair is given a BINGO sheet with colour words and a magazine or shopping catalogue. Aim to find a picture to represent each colour and place in correct box. The first team to finish calls BINGO **A9**

General Activities

- **Colour cards**
obtain cards from Bunnings or Paint shops making sure you have varying shades of the same colour
 - divide the cards into colour groups
 - discuss different **shades** of the same colour
 - grade the shades from **lightest** to **darkest**
 - white makes colours lighter and black makes it darker charts illustrating this can be downloaded from www.sparklebox.co.uk (click on topics and then art or design)

- **Short filmclip** http://visualenglish.blogspot.com/2007_08_01_archive.html
go to the visual English blog, scroll down and view the colour film clip which is on basic colour vocabulary

- **Treasure hunt B1**
 - students work in pairs and need to find things in their environment that are the specified colours.
 - students may collect or draw the things they have found on their worksheet. (the sheet can be printed off and enlarged to A3 if needed)
 - label items found or drawn (assistance given from teacher, other students or picture dictionaries)

Can you tell me the name of this?
Is this a ?

 - report back to the group what you have found
 - complete the cloze activity **B2**

- Adaptions*
- use digital cameras or mobile phones and discuss what was found and complete the worksheet
 - teacher downloads the images and prints so that students could paste onto their worksheet
 - download pictures and insert pictures into typed document. Change font colour for the colour word.



- We found a **green** leaf
- teacher downloads images onto the computer. students then use the images to make a PowerPoint presentation as shown in the filmclip above

➤ **In Our Street B3**

- teachers may need to adapt the worksheet to make it relevant to the student's environment
- students work in pairs and answer the questions related to the street the school is situated
- in groups of 3 or 4 students develop their own In Our street treasure hunt to give to other students to solve
- other possible themes could be In Our Classroom, In Our School

➤ **Preposition Activity B4**

- cut out the 3 dice and stick together, If printed on thicker stock and laminated the dice will be sturdier and last longer. May be enlarged to A3 to make bigger or use the dice made at the inservice
- have objects, on the table, which match the colours on the dice ensuring that students know the names of all items
- the 3 dice represent the order of the instruction
 - Dice 1 – colour of object (colour or word)
 - Dice 2 – preposition
 - Dice 3 – location
- Put the **blue** pen **under** the **book**.
- revise prepositions used by giving oral instructions and modelling the sentence structure you want to illicit.
ie Put the bag on the floor.
Put your pen next to the book
- write modelled instruction on board and discuss word order.
- select students to throw a dice each and then construct the sentence using the above model. Another student then carries out the action.
- Game: divide the class into groups ie 4 groups of 3. A group scores a point if they get the oral instruction correct. The group that carries out the instruction also gets a point if carried out correctly. If a team gets it wrong another team may steal the point by providing or carrying out the correct instruction. The team with the most points win.

➤ **Dominoes**

- clothes dominoes, www.the-bus-stop.net.
- students match the clothes item to the written description.
- this sheet could also be used for reading and matching. variations could be made accordingly ie. fruits and vegetables, animals or general nouns. (use domino templates)



- Grammar focus could be adjective order and articles

➤ **What Are They Wearing Throwing Game**

- stress or soft ball is required
- vocab – knowledge of clothing items
- students stand in a circle or sit at tables depending on space.
- teacher nominates a colour or writes the colour on the board (depending on listening or reading focus)
- the student holding the ball identifies a person in class wearing that colour and orally produces a sentence **Tsege is wearing a blue top.** They then throw the ball to them.
- the teacher then asks **Tsege are you wearing a blue top?** to which she replies **Yes, I am** or **No, I'm wearing a _____ top.**
- this student then identifies the next colour and throws to another student repeating the procedure.

➤ **What's She Wearing?**

- www.the-bus-stop.net. Click on free resources then games to find this activity that focuses on descriptions, listening and order of adjectives. Below is another site where paper dolls and clothes may be found

http://familyfun.go.com/Resources/global/printables/crafts/0403_paperdoll_body.pdf

http://familyfun.go.com/Resources/global/printables/crafts/0403_paperdoll_clothes.pdf

- students could write descriptions of their doll

➤ **Running Dictation**

- see Lyn Sleeman's lesson in teacher activities
- could also use What's She Wearing? worksheets at www.the-bus-stop.net, where students must colour, cut and then place the items on the body shape

➤ **Colour Board Game B5**

- a game which revises some of the areas covered in the theme and spelling and initial sounds (can be adapted or used for other topics by accessing board game in the templates folder)
- language associated with the game needs to be discussed and demonstrated prior to playing

**Miss a turn
Pick a card**

**Move ahead
Go back to start**

- board may be printed and enlarged to A3 or should you want to model first enlarge each section and put on the board or display on the whiteboard via the data projector or overhead projector and play the game. Explain steps as you model.
- students play the game in small groups of 3 to 4

➤ **Colour game B6**

- teacher may use the questions and instructions in a class quiz prior to the game
- print off game and play in small groups
- colour game made at www.esl-lounge.com using the master versions of games

➤ **Favourite Colour**

- write about your favourite colour. Use the following questions as a guide .
- what is your favourite colour? How does this colour make you feel?
- what do you associate with this colour? (for example, you may associate blue with the sky. See **C1**)
- do you like to wear your favourite colour?
- how does this colour make you feel?
- what colour do you like the least?
- what do you think your favourite colour shows about you?

Descriptions and Feelings Activities

➤ Collage C1

- print or display the collages on the data projector.
- look at the pictures and describe some of the things they can see **I can see a red apple**
- discuss the different shades of the same colour
The apple is a dark red.
The apple is darker than the flower.
- discuss how the colour makes you feel

➤ Who Am I? C2

- revision of hair and eye colours and clothing vocabulary
- model written description of teacher on board
I have brown eyes.
I have short brown hair.
I have fair skin.
I am wearing a grey top.
I am wearing black pants.
I am wearing black shoes.
- then model a written description of another member of class focussing on pronoun and verb (this can be done as one lesson or two separate depending on students level).
She has green eyes.
She has long, black hair.
She has dark skin.
She is wearing
- students given cloze worksheet C2 to complete on themselves and another student.
- collect worksheets and redistribute for students to read aloud or teacher reads out and students guess the student's identity.

➤ What Colour Am I? C3

- Teacher writes the puzzle on the board
I am a warm colour
I am the name of a fruit
I begin with the colour o
What colour am I?
I am the colour _ _ _ _ _

- teacher then chooses a colour and models writing a What Colour Am I? on the board eliciting information from the class.

Is this a warm or cool colour?

What is something this colour?

What letter does it begin with?

- in pairs students write their own What Colour Am I? using the class model
- students read out their puzzle to the class who try to guess the answer
- What Colour Am I? worksheet **C3**

➤ **Match descriptions with picture**

- match description with picture. Pictures could include themes on food, clothes, scenery or fashion and sourced from magazines, calendars, catalogues or posters. The teacher puts the pictures on the board and gives an oral description of one of the pictures and students try to guess the picture described.
- teacher chooses one picture and models description writing on the board, eliciting information from the students to complete the model
- students then select a picture and write their own description using the teacher's model (can be done individually, in pairs or in groups)

This is a picture of a young woman.

She has long, brown hair and green eyes.

She is wearing a pale pink dress and a white jacket.

She is also wearing white shoes and is carrying a white bag.

She has a gold chain around her neck.

This is a picture of a rainforest.

There are many green plants in this picture.

These plants are many shades of green.

The colours in this picture are very strong and rich.

The green in this picture makes me feel relaxed.

➤ **Oral descriptions**

- pictures from calendars, art books from libraries
- art posters are available from the NGV shop
<https://apps.ngv.vic.gov.au/shop/FrontPage>
- art packs are available at Zart Art (9890 1867)

- websites on the internet
<http://www.dawesfineart.com/0012-9b.htm>
- brainstorm vocab we can use to describe the picture and write on board
- discussion on the colours used in the picture – what colours have been used? Does the artist use bright or pale colours? How do you feel when you look at this image? What do you think the artist is trying to say?
- oral response to a creative text **C4**

➤ **Colour by various authors and available at NGV**

- This book is one in a series - *Line, Colour and Shape*. It is designed to teach the art of looking. It is a children's book but the presentation and discussion points are suitable for adults. It uses artworks from the international collection of the National Gallery of Victoria and shows how different artists use colour to express ideas, convey feelings and sometimes tell stories. Through examples, questions and suggested activities it encourages an exploration of details and discussion of ideas. The book sells at the National Gallery of Victoria bookshop for \$9.95

➤ **Colour association and Feelings**

- play a word association game ie blue – sky, green – grass
- view the pictures in folder **C1** and talk about the colours, their association and feelings they evoke ie blue – water- calm, red – rose – love
- Match colours to the emotions (not always a right or wrong answer as personal). Faces can be found at <http://www.senteacher.org/Print/> or in **C5**
- discuss why these colours make you feel this way

➤ **Colour association and Meanings**

- play a word association game ie red - stop, green – go
- view the pictures in **C1** and talk about the colours, their association and meanings
- with a digital camera go on a walk in your neighbourhood and take photos of signs, especially traffic signs
- look at the photos and discuss what each sign means ie stop, no entry, red traffic light, pedestrian crossing, yellow

traffic light, slippery when wet enter, green traffic light, walk signal

- classify according to colour and discuss meaning they evoke

red – danger or No

yellow – be careful

green – go or allowed

Logic and Problem Solving Activities

➤ **Sudoku D1**

- model the 4 x 4 puzzle demonstrating how each line (both horizontal and vertical) must have one of each of the colours.
- students cut out 4 squares from each colour – red, yellow, green and blue (see Sudoku section in worksheets)
- in pairs students try to solve the puzzle beginning with the 4 x 4 puzzle grid and then they can progress to the 6 x 6 puzzles
- www.Sudukoforkids.com explains how to solve Sudoku puzzles

➤ **Uno**

Commercial game using knowledge of numbers and base colours – red, blue, yellow and green. Looks at attributes of colour and number

➤ **Coloured Boxes D2**

- in pairs students cut out the coloured pieces and then read the sentences to solve the puzzle
- answer

Yellow	Brown	Red
Green	Black	Blue

➤ **Place In Order D3**

- colour each square and then cut into individual squares.
- in pairs read the clues to place the squares in the correct order.
- answer :

Red	Yellow	Green	Blue	Purple
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Instructional Activities

Mazes can be printed and laminated allowing students to reuse the sheets. Laminating also allows the sheets to be marked with a texta, erasing when completed. If you do not have a laminator you can use acetate boards (as demonstrated at the PD day), overhead projector sheets or contact. A class set of acetate boards is more economical and can be used with interchanging worksheets. ie handwriting, patterns etc.

- **Hexagon Maze E1**
 - follow the written instructions and record the destination A, B or C **E2**
 - listen to the oral instructions and work out the destination
 - students write their own path to get to a specified destination
 - in pairs students take turns to give oral instructions to their partner
 - teacher can use the maze template to produce own versions

- **Where Am I Maze E3**
 - follow written instructions and record the destination **E4**
 - adaptations can be made as above

- **3 x 3 grid E5**
 - read the instructions and place pictures in the correct squares (made by teacher)
 - listen to the set of instructions to place pictures in the correct square
 - in pairs one student places the pictures in random order on the squares and then covers it. They then give oral instructions so that their partner's sheet looks the same.

Numeracy based Activities

➤ Bar graphs/ Pictographs

- model on board simple bar graphs/ pictographs
- topics may include hair colour, colour tops we are wearing or house colour
- label the different axis
- give a title to graph

Our Class' Hair Colour

6	😊				
5	😊	😊			
4	😊	😊			
3	😊	😊		😊	
2	😊	😊		😊	
1	😊	😊	😊	😊	
	black	brown	blonde	grey	red

- use the graph to answer oral questions
 - How many people have brown hair?*
 - What colour hair do most people have?*
 - Are there more people with brown hair or blonde hair?*
- write simple sentences using facts taken from the graph
 - There are 3 people in our class with grey hair.*
 - Six people in our class have black hair.*

➤ Graph favourite colours **F1**

- students survey other members of class on their favourite colour
- use the information from the survey to make a simple bar graph
- write simple sentences using facts taken from the graph

➤ **Interpreting a pictograph** F2

- worksheet on car colours
- students could do their own investigation, in pairs, on the colour of cars in the car park at school or the colour of student's cars
- record data and then represent the information in a pictorial or bar graph

➤ **Escher prints**

- look at Escher's gallery , the symmetry drawings, at <http://www.mcescher.com/> or <http://library.thinkquest.org/16661/escher.html> to look at his art and the use of patterns
- students give an opinion on which piece they like and why (see C4 as an oral assessment)
- go to the template section from <http://library.thinkquest.org/16661/escher/tessellations.1.html> and print out a selection of patterns from the semiregular, extra or demiregular tessellations
- students choose 2 or 3 colours, depending on the pattern, and create a pattern by colouring. You can wipe cooking oil over the completed picture to create a stained glass effect.
- students talk about why they chose the colours they did ie

I chose pink and yellow because they are bright. They make me feel happy.

I chose red, yellow and green because they are the colours of my country.

- these could be typed up by the students and displayed with the student's pattern
- display the work and students give an opinion on which patterns they like and why.

➤ **Pattern and Order using the computer** F3 **samples of patterns**
blank grid sheet template

NB If you don't have access to computers print off the template and allow students to make own patterns with textas or pencils

- look at samples of patterns made using the grids, display either on the data projector or print off images
- discuss the colours used, effectiveness of the pattern and which one each student likes justifying their answers
- model instructions on how to make the patterns
- copy pattern template on to a USB and then copy and paste the folder to each student's computer desktop (best done prior to class)
- students open folder and choose a template
- click on each shape, when the dots appear you are able to

colour it by clicking on the paint tin  in the draw toolbox at the bottom of the page



- by clicking on the arrow next to the paint tin you may select the colour you wish to use



- use the templates to make patterns using 2 or 3 different colours
- describe orally how they made the patterns
- write a simple description of the pattern they made.

➤ Coloured Shape Patterns F4

- develops left to right eye tracking
- print off 2 sets of sheets – one as a master and one to be cut up into individual pieces
- students work in pairs. One student gives oral instructions so that the other can reproduce the pattern on the card.

**Find 3 black triangles and 3 white triangles.
The first triangle on the left is black.
Next to it is the white. Then black.....**

Culture & Personal Identity Activities

- **Colour meanings in different cultures G1**
 - look at the different colours and discuss their meanings in the student's cultures
 - complete the table as a class. Teacher can add the relevant countries to the table
 - use the table to answer oral questions
 - write simple statements from the table
in China the colour red is lucky.

- **Australian flag**
 - students follow oral instructions to make an Australian flag
 - print a copy of the Australian flag from <http://flagspot.net/flags/cbk.html> or http://www.activityvillage.co.uk/coloring_flag_australia.htm
 - cut the flag parts out to make a worksheet of the elements of the Australian flag
 - students given instructions on what colours to use for each element. Cut out these elements.
 - students measure and cut a royal blue rectangle of coloured paper to serve as the background of the flag
 - teacher then gives oral instructions on where to place the elements on the flag
 - as a class model writing a description of the flag

- **Aboriginal flag G2**
 - follow written instructions to draw an Aboriginal flag
 - complete the cloze activity

- **Olympic flag**
 - complete a similar activity as above
 - an Olympic flag outline can be found at <http://www.first-school.ws/t/apflagfriends.htm>

- **Our Country's Flags**
 - discuss the flag of each student's country
 - What colours are on the flag?
 - What do the colours represent?
 - Any symbols used on the flag?
 - What do the symbols represent?
 - a poster is available of different flags of the world at Lombards Party suppliers for about \$7.

- print out outlines of the flags represented in your class from <http://flagspot.net/flags/cbk.html>
- students colour their flag or use torn coloured paper (mosaic)
- give an oral description of their flags
- write a description of their flag
- display flags on the board and read descriptions. Students identify the flag by its description

➤ Compare Flags

- Discussion
 - What is a flag?
 - Why do we have them? ie to represent countries, sporting teams
 - Where and when do we use them?
- students chose 2 flags (football, country) to compare this can be done orally or as a written activity
 - Which flag has more colours?
 - Do they have colours in common?
 - Do they have a background colour?
 - Which flag is darker/lighter in colour?
 - Do they have stripes?
 - Are there symbols on the flag?
 - Which flag do you like better and why?

➤ Flags

- use 3 x 3 grid **E5** and small printouts of flags of the world <http://flagspot.net/flags/country.htm> or small toothpick flags bought at \$2 shops or Lombards, football flags or designed flags **G3** (coloured or b&w where students colour themselves)
- read the instructions and place pictures in the correct squares (made by teacher)
- listen to the set of instructions and place pictures in the correct square
- in pairs one student places the pictures in random order on the squares and then covers it. They then give oral instructions so that their partner's sheet looks the same

➤ Traditional colours

- display photos or images of different national costumes, weddings, festivals
- look at one image and discuss

- divide the class into groups and give each group a picture to discuss and answer questions. For example:

What is the picture of?

What is happening in the picture?

How many people in the picture?

What colours are the people wearing?

Why do you think they are wearing these colours?

What country or area do you think this picture is from? Why?

How do the people feel in the picture?

- students report back to the whole group.
- class discussion on colours used in special celebrations in their own countries
ie weddings, festivals, national costumes
In my country the bride wears bright colours and lots of gold jewellery.
- students can bring in wedding pictures, traditional items etc to share and discuss (depending on student's backgrounds this may not be an option)

➤ **Festival of Colours G4**

A Hindi festival celebrating Spring

- this website has images of the festival you can show to the students
<http://spluch.blogspot.com/2007/03/festival-of-colours.html>
- discuss what they think is happening?
- read the short passage on the festival and answer the questions

➤ **How the Birds Got their Colours: an Aboriginal story**

Author: Albert, Mary/ Lofts, Pamela

A traditional story on how birds got their colours

- read the story and discuss
- discuss traditional stories in their own cultures
- in groups think of stories to explain one of the following
How the zebra got its stripes or How the giraffe got its spots

Art Activities

➤ Primary and secondary colours

A series of lessons or activities which can be used to discuss primary and secondary colours

- <http://www.alifetimeofcolor.com/play/color1/color1.html>
- www.sparklebox.co.uk (click on topics and then select art & design)

➤ Artists colours to evoke feelings ie Van Gogh, Warhol and Matisse

<http://www.ket.org/artonair/artists/rubinguide.htm> ,

<http://gardenofpraise.com/art.htm>

➤ Collage

- teacher provides magazines, catalogues, travel brochures and sheets of clip art if required
- students browse and find pictures of colours the teacher has specified
- cut out pictures and place in colour specified piles.
- discuss as a class what a collage is (samples in C1)
- teacher demonstrates a specific colour collage showing how to cut pictures into different shapes and overlap
- Students work in pairs and are given a specific colour to produce their own collage
- paint the finished collage with a mix of PVA and water to seal and give a varnish finish
- students describe the process they used to make the collages (orally or written)
- students give a written or oral creative response to the collage of their choice

➤ Mosaic

- show samples of mosaics found in different cultures and religions (samples can be found at Google images. There are some great images of dragons and temple mosaics found around Asia at

<http://mosaicartsource.wordpress.com/category/world-mosaics/asia/>

scroll down until after the list of countries)

- discuss what mosaic is and how it has been used in different cultures and religions? What is it made with? (tiles, pebbles, paper, wood, broken china, eggshells, straw) What colours have been used? Why do you think these colours are important? What do they signify? Why are mainly rich or bright colours used?
- these websites have some ideas on mosaics you could create with your class

<http://www.kinderart.com/sculpture/pumpkin.shtml> (some students may view this as a wasteful activity as food is used so be aware of your students cultural sensitivities before proceeding. Another possibility is to use seeds left over after making pumpkin soup)

<http://www.kinderart.com/recycle/magmos.shtml>

➤ **Eggshell mosaics**

- samples of what can be done with eggshells are shown at <http://www.eggshellmosaics.com/>
- cultures that use eggshells in their lacquer work include Thailand and Vietnam (students may have samples they can bring in to show)
- these websites give some ideas on projects you can do with eggshell mosaic:

http://www.hitentertainment.com/ARTATTACK/menu_artattacks.html

shows you how to make a simple picture using eggshells

<http://www.miycreations.com/miy-easter-egg-shell-craft.html>

shows you how to make a picture frame or glass bowl

http://www.hitentertainment.com/ARTATTACK/menu_artattacks.html