

Colour: Teachers' notes and tips – elementary

1 Pre-reading tasks

- a Tell students you're going to read out some words and they have to choose one of them. Read out: *red, yellow, blue, black, white*.
- b Students tell the person next to them which colour they chose, and why.
- c Write *Colour* on the board and explain that this is the lesson's theme.
- d Hand out the worksheet and students answer the first 3 questions together.

(1 *P=purple*, 2 *an object that splits light into colours*, 3 *to absorb, to reflect*)

Tip: use the pre-reading tasks to create interest in the subject

The reading should be interesting for both artistic and scientific types so encourage them to show off their expertise.

2 First reading tasks

- a Give each student a copy of the text. Read aloud the first paragraph yourself to them and then stop to emphasise that Newton lived 400 years ago and to explain the plague. Students continue reading on their own and decide on the best summary from question 4 (*the last one*).
- b Students read the text again and then label the diagram of the experiment. They need to use the words **in bold**.

Tip: consider using non-linguistic responses to a reading

By completing the diagram students are encouraged to read in more detail which helps them to understand the text, and therefore the experiment. It also avoids complicated questions

- c Open feedback. (If you want bring in a CD, the etched surface acts as a prism splitting the light into rainbow colours on the surface.)
- d Perhaps think about some mysteries connected with the students' culture.

Tip: use an OHP to give clear feedback

Perhaps have a transparency of the diagram projected onto the board for students to fill in.

- e Surely the fruit was named after the colour, but this leads into the poem.

3 Second reading tasks

- a Divide students into three groups. A to think of animals that are orange, B to think of things in nature, and C food. Board all ideas.
- b Students read the poem – how many words/ideas did they get the same?
- c Students read again and notice the extra information given about the nouns: adjectives (evening summer, warm, hot etc) –ing verbs (slowly walking, falling etc) plus in the winter/jungle etc.
- d Elicit some extra information for their orange words on the board eg mandarin – delicious mandarin – the delicious mandarin in the market.

Tip: always provide a good example of what you want students to do

Elementary students need to be encouraged to be creative with the vocab they already know.

4 Post -reading tasks

- a Put the class into groups of three and tell them they're going to do the same with either red, yellow or blue. They then make a list of the objects in that colour. They should aim to have three categories with three things in each category.
- b Monitor well and make sure they add extra information to their objects, refer to the orange poem.
- c Finally students write their poem beginning with the words (eg) *Blue is...* Poems can be read out, did those who had the same colour say the same things? Which colour was more difficult to do?

Tip: link the reading to a writing task

Poems are ideal for elementary students because they can make different combinations of words and sentences without worrying too much about the grammar.