

Summary of the story

Colors covers ten colors and introduces color vocabulary. Two children mix paints, and in 'The Rainbow' another pair go for a walk in the country before making a rainbow of their own. There are photos of every day things, such as birds and apples, hair and eyes, and funny photos of a green bear and a purple sheep. In 'The Monster' a boy becomes a multi-colored monster through the eyes of two small mice.

**About the author**

Margaret Lo is a contemporary writer and teacher of long-standing.

Topics and themes

Animals appear several times in *Colors*. The pupils can link names of animals and colors. Some animals change color in different times of the year. The young of some animals are different colors too.

Buildings In 'The Rainbow', a house is blue. What colors are houses, schools etc?

Colors On the first page of the Reader, there is a lists the colors without names. After studying the Reader, the pupils will have learned the names of the colors in English, by reading about rainbows, animals, food.

The Country The story on page 6 takes place in the country. Ask 'What colors are trees/mountains?' for example.

Food In the story, 'The Monster', the monster enjoys yellow food. What colors are different foods?

Monsters The monster of the story is not really a monster but a boy who appears to be a monster from the perspective of the two mice.

Senses Sight is the predominant theme of the book. How do the pupils feel about different colors? Are some sad, happy, pretty etc.

Making use of the Reader

Survey Pre-prepare survey sheets for the whole class. The survey should take the form of simple headings such as brown eyes, brown hair etc. The pupils go around the classroom, filling in names beneath the headings.

Rainbow As a lighthearted warm-up, give each of the pupils a color and ask them to line up in the order of the colors of the rainbow.

Memory game Prepare small squares of card in lots of different colors, enough for each group of pupils to have a complete 'game.' Make sure each color appears twice. Put the cards face-side down on the table. Divide the pupils into small groups or pairs and ensure that each group has its own memory game. The pupils take turns at turning over one card at a time and saying the name of the color in English. Only if they can

remember where two of the same colors appear and name the color, can they turn over both cards and remove them from the game. The first group to finish the game is the winner.

Quick color game Prepare lots of small pieces of colored card. Put them in a bag and mix. Let each pupil pick a card from the bag. If they can name the color of their card, they keep it. The one with the most cards at the end wins.

Recipe: Make up menus using color as a theme: a green salad, or a salad with red and green items etc. What fruit would make a yellow fruit salad? Can the pupils think of a meal that would be horrible to eat because of its color? Which colors would they not like to eat?



Using the accompanying audio cassette

During listening By stopping the audio cassette at strategic points, you can encourage pupils to interact with the listening process. Stop the cassette just after, for example, 'A purple sheep?' and ask the pupils to respond to the question. Similarly, if reading and listening occur simultaneously, the pupils can anticipate the cassette whilst also practicing reading aloud.

Pair the pupils off. Give each pair a color. When they hear 'their' color, the pair change places with each other. Whilst listening to the monster story, pupils can wave their arms, point to their eyes, as the parts of the body come up.

Chants

The language in each chant recycles language from the Reader, so it is best to do activities with the chants after pupils have read the book.

- pupils listen to the chant on cassette one or two times, clapping their hands or tapping their desks in time with the rhythm
- pupils then say the chant, verse by verse, together with the cassette, beating the rhythm as they speak, until they are familiar with the words and the rhythm
- you can then split the class into 2 or 3 groups and each group can say one verse of the chant in turn

Chant 1

Here are some yellow apples
I'm hungry

Here are some green apples
They're big

Here are some red apples
My favorite

Can I have one please?
Thank you - it's good!

Chant 2

I can see a red car
I can see an orange hat
I can see yellow flowers
I can see a blue house

Oh no, it's raining!
Look! There's a rainbow
Red, orange, yellow, blue

Chant 3

Oooh, there's a monster
Orange hair, blue eyes
Oooh, there's a monster
Green arms, yellow body
Oooh, there's a monster
What big feet!

Is he a monster?
Yes he is! Yes he is!

Notes on the activities in the Factsheet

Activity 1 is a coloring by numbers exercise.

Activity 2 is a word search.

Activity 3 is a drawing and coloring exercise, designed to check comprehension of vocabulary. Encourage imaginative drawings. The rainbow can be of any color in any order, and can also be striped, have stars on or spots of another color.

Activity 4 is a labeling exercise.

Answers to the activities

In the back of the Reader

1. a. purple, b. gray, c. green, d. yellow, e. orange, f. blue.
2. Page 5, Yes. Page 6, No, Page 9, Yes.

In the Factsheet

Activity 2

B	R	O	W	N	G	B	P
L	E	D	E	Z	H	L	U
U	D	W	Z	F	J	A	R
E	Q	S	X	M	L	C	P
G	R	E	E	N	O	K	L
L	O	X	C	V	D	F	E
O	R	A	N	G	E	F	G
Y	E	L	L	O	W	E	R

Activity 4

Red car, orange hat, yellow flowers, green trees, blue house.



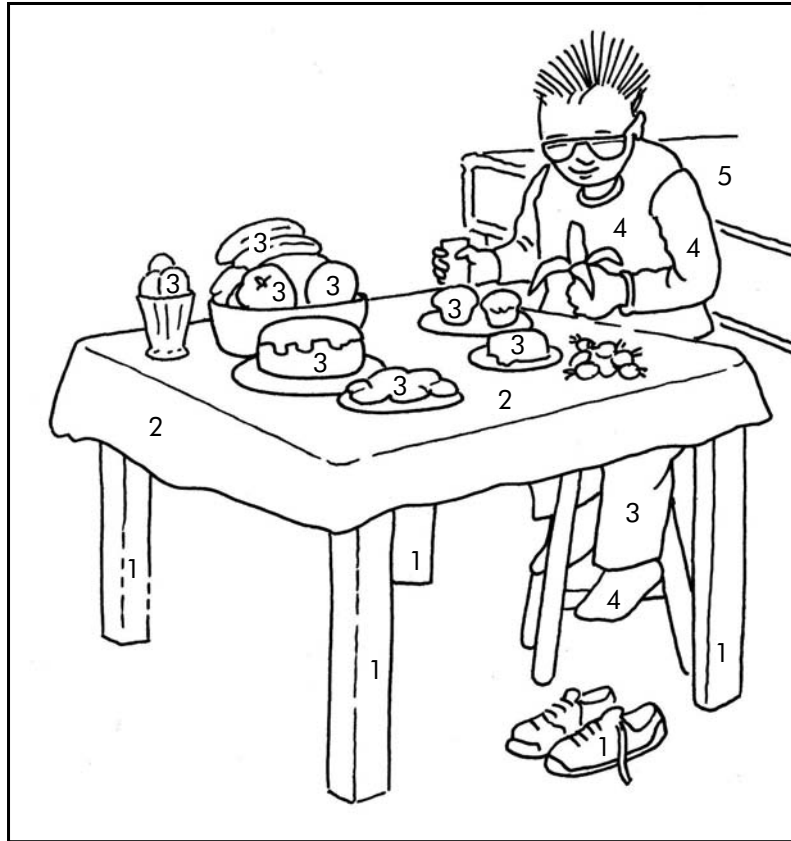
Colors

Name.....

Activity 1

Color the picture.
Use these colors:

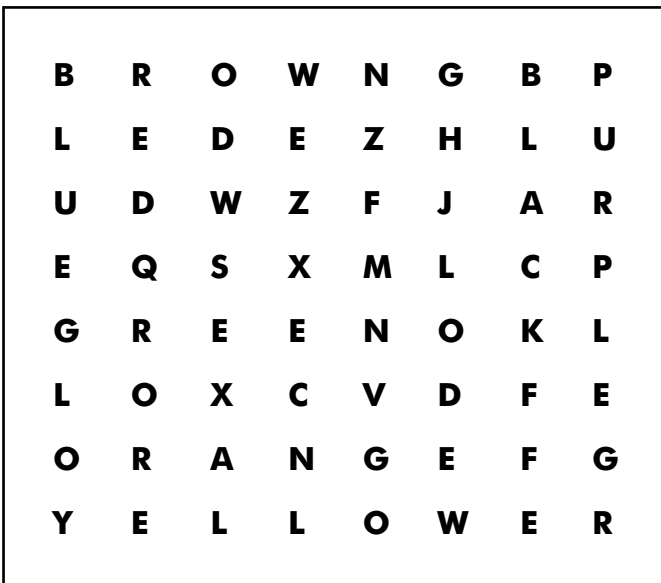
1. Orange
2. Red
3. Yellow
4. Green
5. Blue



Activity 2

Find these words in the box:

- red,
- yellow,
- blue,
- purple,
- orange,
- green,
- brown,
- black.

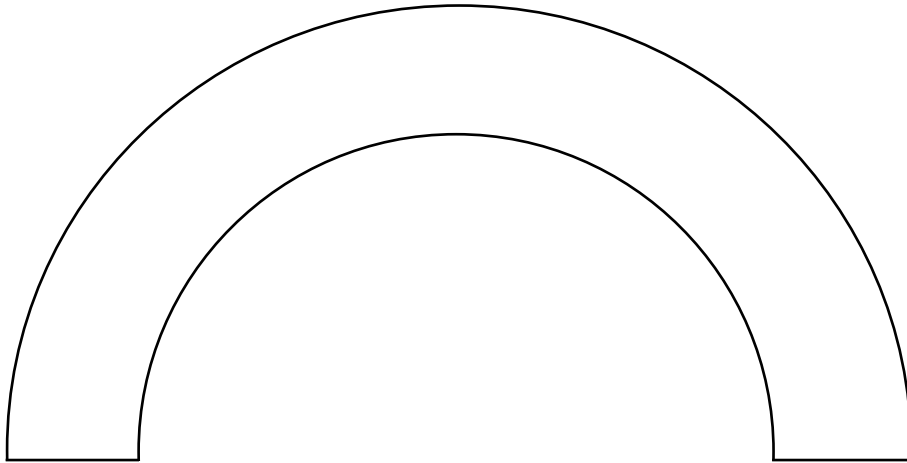


Colors

Name.....

Activity 3

Make a funny rainbow. Use ten different colors. Tell the teacher what the colors are.



Activity 4

Color in a yellow flower, a red house, green hat, blue car, orange tree. Write in the spaces.



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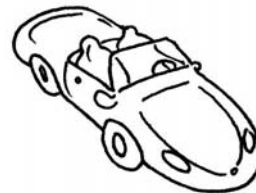
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