

# 3

# Teacher's notes

## Reinforcement worksheet 1

- Copy onto thin card for best results. Pupils colour each paint splash a different colour (*red, white, yellow, brown, black, blue*). They cut out and separate the A cards from the B cards. They lay them face down in rows and then turn over one card from each row to form colour pairs. When they form a pair, e.g. the two blue halves, they name the colour.
- **Optional follow-up activity:** Give pupils strips of A3 paper and ask them to glue the complete splashes to the paper in order of preference, putting their favourite colour at the top and their least favourite at the bottom. Pupils work in pairs, A and B. Pupil A tells Pupil B the order of their colours. Pupil B then does the same.
- To extend this activity, all pupils stand up. A pupil says his/her favourite colour. Pupils who have the same favourite colour, remain standing. The rest sit down. The pupil then says his/her second favourite colour. Again, those who prefer the same colour remain standing and the rest sit down. This continues until all six colours have been named.
- **Optional audio activity:** Alternatively, pupils listen to the audio (Track 10) and colour in the paint splashes. Ask them to lift up each crayon before colouring so you can check they have chosen the right colour. They then continue with the rest of the activity.

**Key:** blue, black, red, white, yellow, brown.

## Reinforcement worksheet 2

- Pupils look at the classroom objects in the thought bubbles at the top of the page. Put flashcards of the six colours on the board. Ask pupils to vote for the colour of each classroom object. Say *What colour is the pencil?* The colour with most votes is used to colour the pencil. Remove this colour flashcard from the board. Continue until pupils have coloured all the classroom objects.
- **Optional follow up activity:** Pupils then draw the objects in each character's transparent shopping bag, following the example, and colour the objects the same colour as in the thought bubbles.
- **Optional audio activity:** Alternatively, pupils listen to the audio (Track 11) and point at each object as it is named. Ask *What colour is the pencil?* Do the same for the other objects. Pupils decide, and colour the objects.

**Key:** pencil, bag, eraser, book, chair, table.

## Extension worksheet 1

- Copy onto thin card for best results. Pupils colour each oval with one of the colours from the unit, then cut them out. They lay the strips one on top of the other and use a split paper fastener to join them together to make a fan.

- Pupils work in pairs, A and B. Pupil A asks Pupil B *What's your favourite colour?* Pupil B separates out the colour from the fan and says *My favourite colour's ...*. Pupils A and B exchange roles.
- In groups, one pupil asks the pupil on his/her left *What's your favourite colour?* When he/she answers, all the pupils must separate out the colour. Play continues until all the pupils have asked and answered.
- **Optional follow-up activity:** Pupils use a sheet of paper and their favourite colours to design a class flag. Show the class the completed flags and ask them to guess whose each flag is.

## Extension worksheet 2

- Do a colour dictation. Say *Colour number one, blue!* Pupils colour the paint splash on paintbrush 1, blue. Do the same with 2 – red, 3 – black, 4 – white, 5 – brown and 6 – yellow. Pupils then use this code to colour in the picture at the bottom of the page. Explain that post boxes are red in the United Kingdom.
  - Pupils listen to the story (Track 12) and tick the box below each paintbrush if that colour is mentioned in the story. They listen to the story again and check their answers.
- Key:** There should be ticks below every paintbrush except 5 – brown.
- **Optional follow-up activity:** A pupil comes to the front of the class and closes his/her eyes with the six colour flashcards beside him/her. Count around the class, pointing at a pupil for each word of the unit 3 chant. When you say the final *white*, the pupil you are pointing at chooses a flashcard from the front of the class and hides it behind his/her back. The pupil at the front looks at the flashcards and says which one is missing. The pupil with the missing flashcard is next to come to the front.

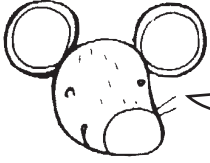
## Song worksheet

- Ask pupils to remember the colour of each object in the song. Ask them to hold their colouring pencil in the air so that you can check before they colour the card for each object. Pupils can also colour the troll cards the same colour to help them remember. Pupils cut out the cards and match the trolls with the objects. As they sing the song (Track 13), they lift the correct troll and object for each verse.

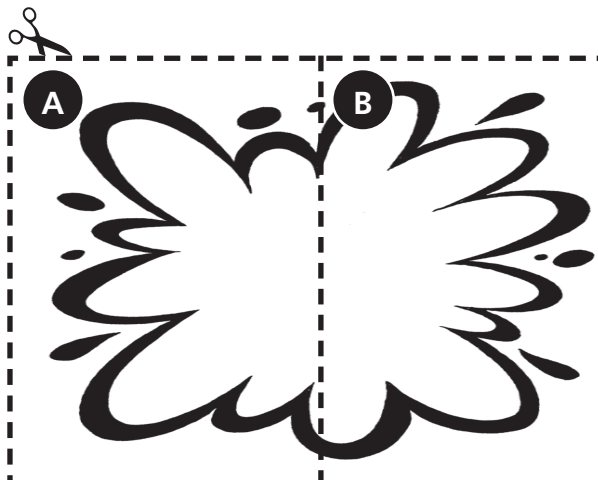
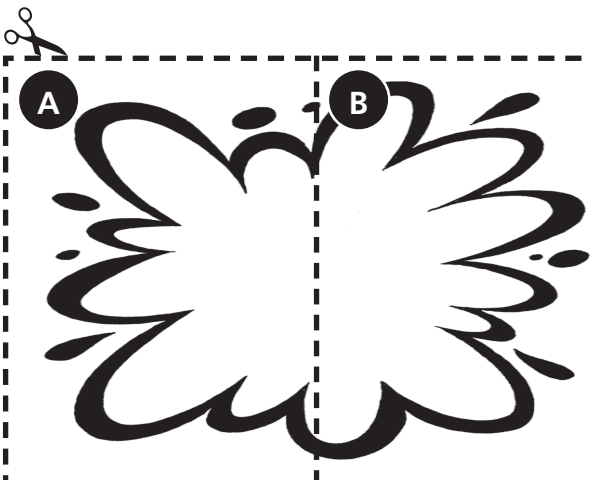
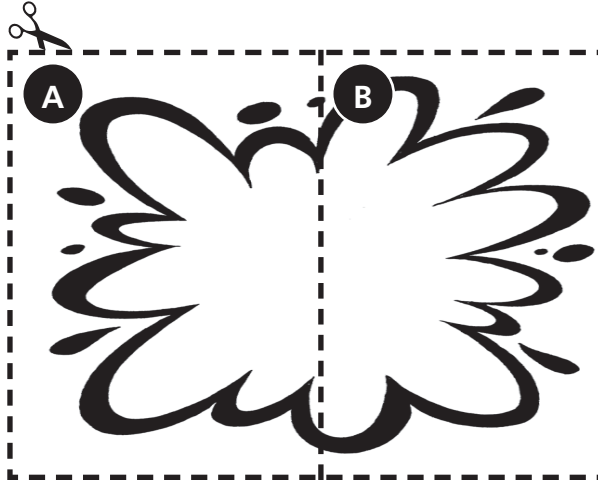
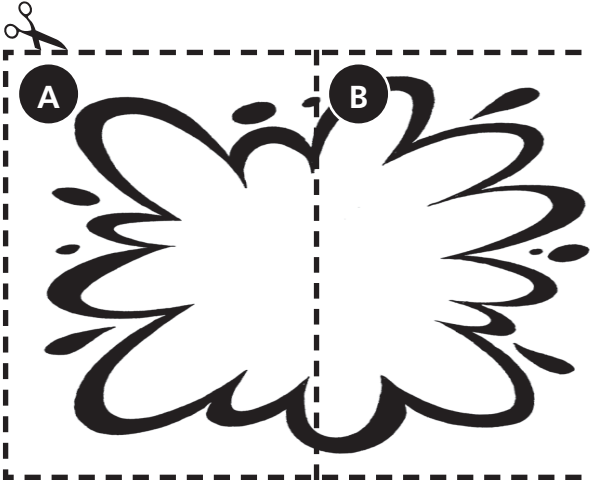
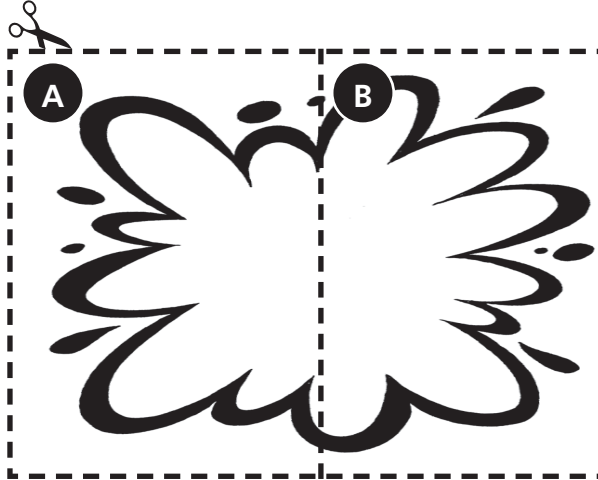
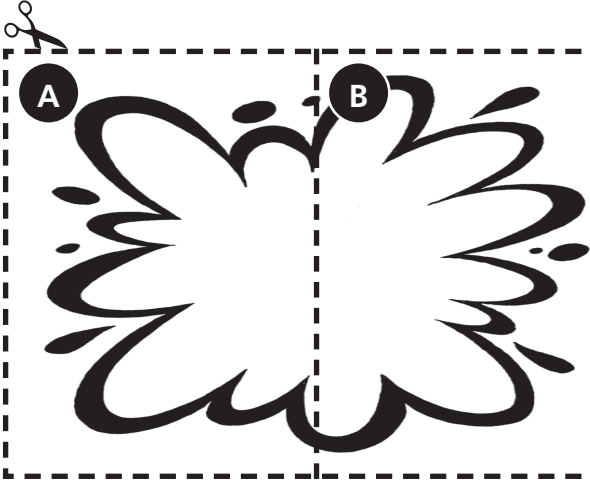
**Key:** brown chair, white eraser, blue table, red pencil.

- **Optional follow-up activity:** In pairs, pupils play with both sets of cards. They shuffle and deal the cards and use them to play "Snap". At the same time, both pupils lay a card face up on the desk. When both lay the same card they have to say *Snap!* The first pupil to say *Snap!* takes all the cards in the pile. Play continues until a pupil has won all the cards.

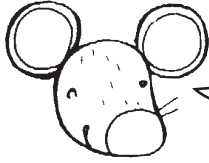
# Reinforcement worksheet 1



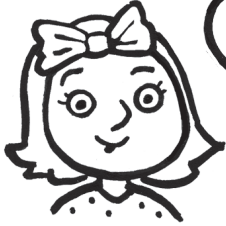
Make and play.



# Reinforcement worksheet 2



Think and colour. Draw.

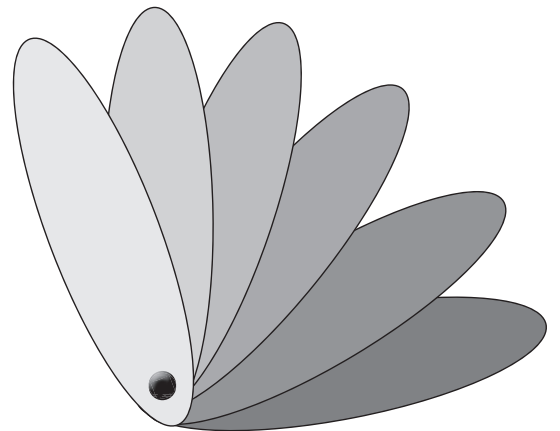
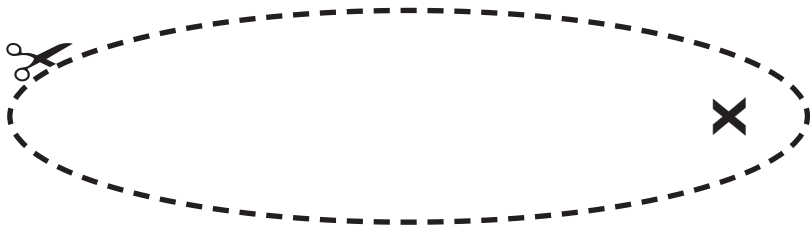
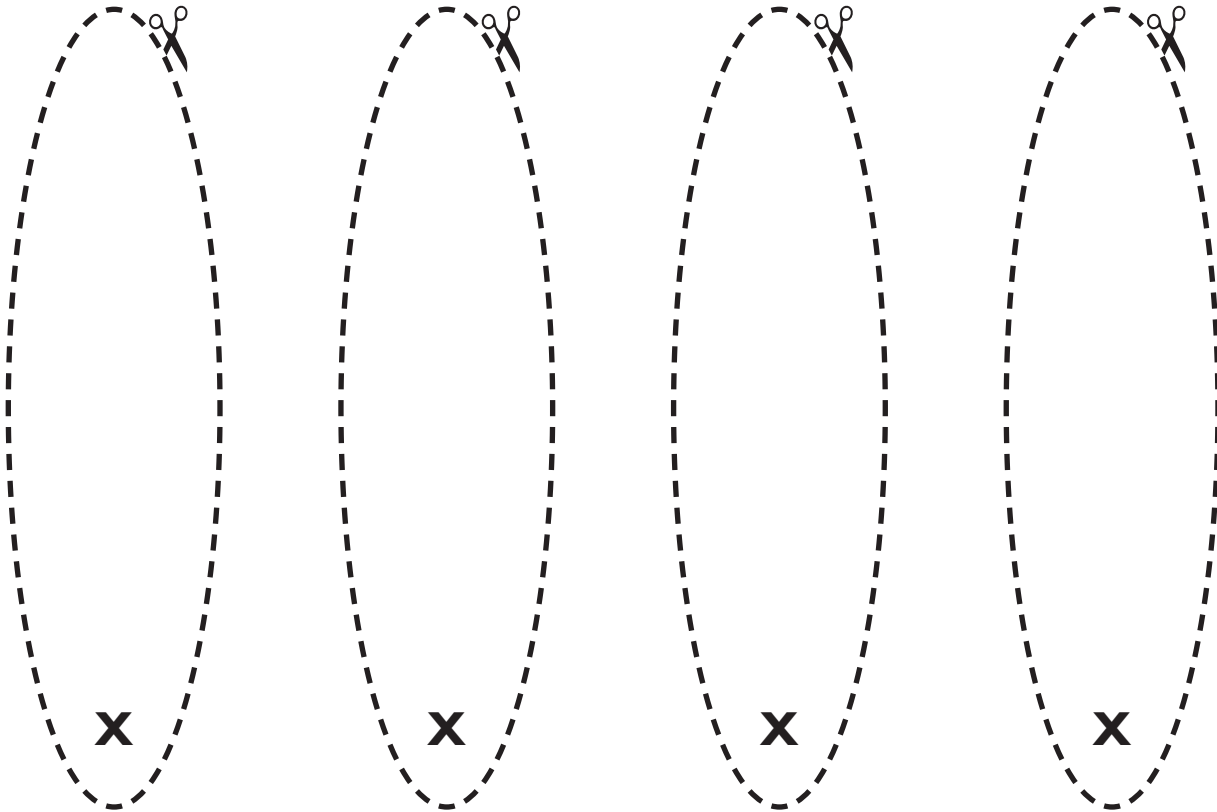


Unit  
**3**

**Extension worksheet 1**



  **Make and play.**

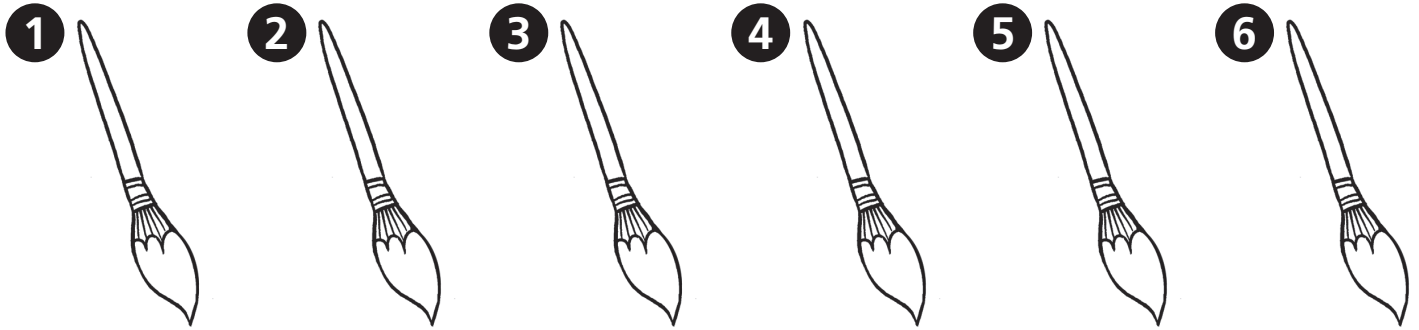




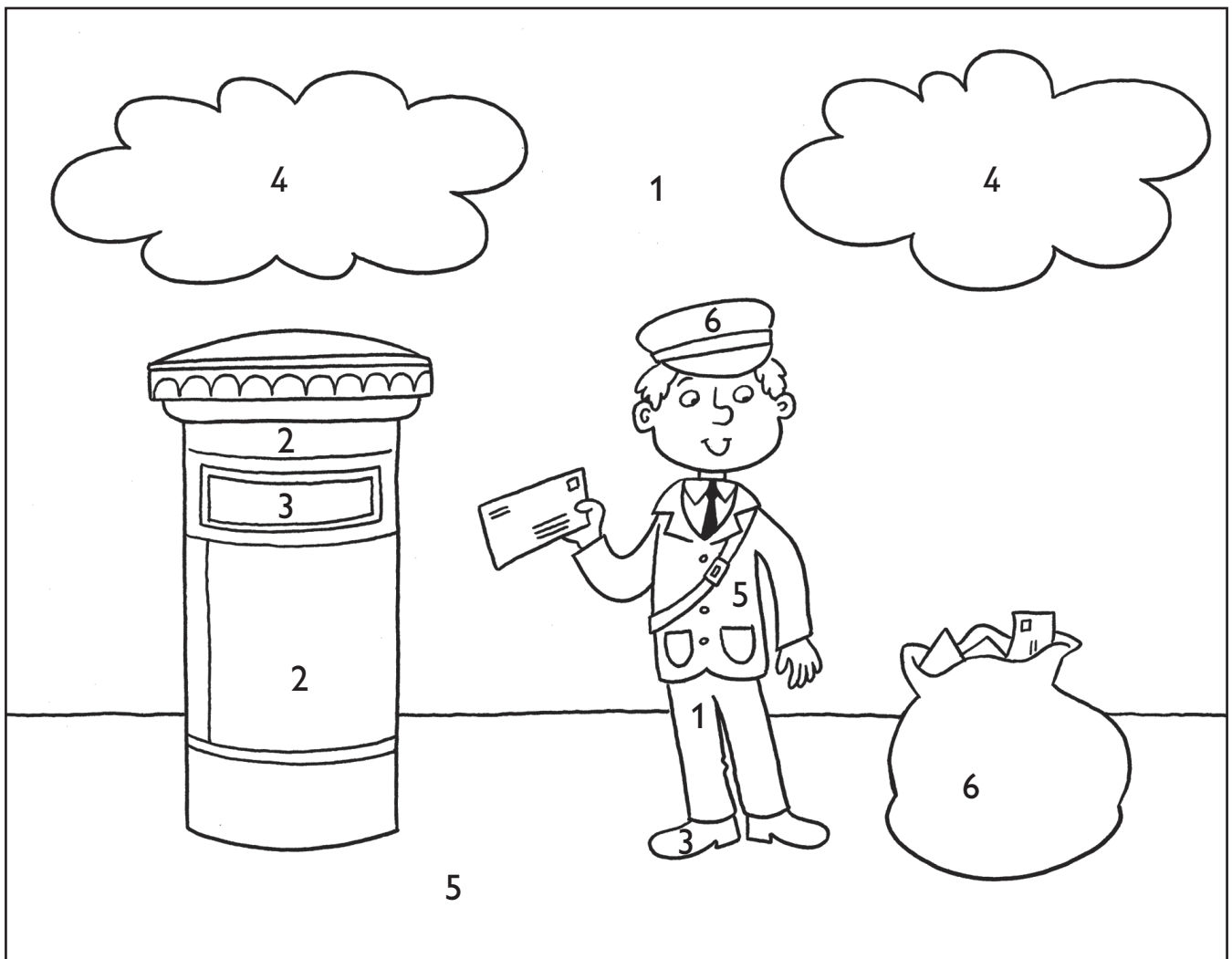
# Extension worksheet 2



Colour. Listen and tick (✓).



			✓		
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Unit  
**3**

# Song worksheet



13



Think and colour. Sing.

