

MODULE TWO

B COLOURS

Aim : Introduction to colours

Function : Identifying colours

Objectives : Listen and pronounce colours correctly

Listen and identify colours by saying out their names

Listen and identify colours by circling corresponding objects

Listen and match the colours to the objects

Listen and follow instructions by colouring the objects dictated

Aids : Flashcards B

Worksheets B1, B2, B3

Teacher's Activity:

Step One

Introduce colours by using Flashcards B. The flashcards can be reproduced in the form of posters. You may also use the objects in the classroom or around you. You may want to start by saying, "These (pointing at the colours) are called colours." Make the learners repeat the word *colours*. "Look around you. You can see many colours. Today, we're going to learn the names of 6 colours." Point at blue and say, "Do you know what colour this is?" Some of the learners may say the right word in their mother tongue. If so, acknowledge them by saying, "Good, but that is in Malay (for example). In English it's called blue. What is it called in English? Blue." Have the learners repeat the word after you. Go through all the other five colours.

Step Two

Distribute Worksheet B1. Go through the objects in the worksheet as revision of the previous lesson. Give the instruction. The learners are to circle the corresponding colour of the objects using a pencil. Tell the learners to have their pencils ready. Repeat the sentences several times. Go around to make sure that the learners are doing the right thing and are circling the right objects.

Script

1. It's a green book.
2. It's a yellow pen.
3. It's a pair of brown shoes.
4. It's a blue chair.
5. It's a pair of black socks.
6. It's a green sharpener.
7. It's a brown handkerchief.
8. It's a black eraser.
9. It's a blue desk.

Step Three

Distribute Worksheet B2. Give the instructions clearly to the learners.

The learners are required to listen to you and match the object to its colour by drawing a line from the object to its corresponding colour.

Script

1. The book is green.
2. The handkerchief is brown.

3. The pencil is red.
4. The sharpener is green.
5. The socks are black.
6. The pen is blue.
7. The desk is yellow.
8. The eraser is blue.
9. The chair is brown.
10. The shoes are black.
11. The ruler is yellow.
12. The bottle is green.

Step Four

Distribute Worksheet B3. As you say the colours, the learners are required to colour the objects. Get the learners ready with their coloured pencils. Make sure that they have all the six colours. Give the instructions to the learners as clearly as possible.

Script

1. The handkerchief is yellow.
2. The socks are black.
3. The desk is brown.
4. The pen is blue.
5. The ruler is yellow.
6. The sharpener is green.
7. The eraser is red.
8. The chair is brown.

9. The shoes are blue.
10. The book is red.
11. The bottle is yellow.
12. The pencil is green.

Step Five

Play a game called “Show Me”. Say a colour, for example, “Show me something that’s green.” while the learners look for it and present it to you. The first learner to reach you with the object of the correct colour wins.

REACTIONS OF THE CHILDREN AND TEACHER TO MODULE TWO

This module deals with colours. The colours chosen were the basic and most common colours found around the children. They were red, blue, green, yellow, black and brown. In this module the learners were introduced to the concept of colours. The objects used in this module were those introduced in Module One. I have chosen to use the same objects introduced in Module One so that the learners would be able to concentrate on the colours only instead of learning the colours together with new objects. This was because young learners could not handle too much information at the same time.

I started the session by revising the objects learnt on the day before. All of them remembered everything very well. Using the flashcards, I introduced all the six colours to the learners. I made them say the colours after me. They did not have any difficulty pronouncing the colours except for brown. Instead of /br aʊ n/ they pronounced it as /br ɒ n/. I had to go very slowly in teaching them to get the right pronunciation. They tried very hard and almost gave up until one of them managed to get it right. I praised her for her achievement and this motivated the other learners to keep on trying. After trying for the umpteenth time, all of them managed to get the correct pronunciation. I found that praising the learners was a great help in motivating them to learn.

After the long introduction, we proceeded to do exercise B1. I went through all the colours together with the objects in worksheet B1. I had to go very slowly and repeat several times to give them time to recall the colours.

In the next activity, I made them listen to instructions and match the objects with the desired colours. After saying out the first statement, one of the learners

looked worried. Later, I found out that she could not draw a straight line to join the two items - book and green. They were very glad when I told them that they need not draw straight lines. It did not matter as long as the two items were joined.

Of the three worksheets given to them, they liked the last worksheet best as they were given the chance to colour. This activity went on very smoothly. I did not rush them. I waited for them to finish colouring one object before moving on to the next one.

The last activity gave the learners a chance to move about. They were very excited and raced among themselves to present objects of the colours desired.