

Trinity Stars Stage 1 – Activity plan – Colours in nature

Stage: 1

Language aims:

- ▶ To learn the colours
- ▶ To associate the colours with natural phenomena

Performance aims:

- ▶ Expressive mime
- ▶ Movement to music

A note about timing:

With any improvisation activities, it is hard to be exact about timing as the children may get very involved and want to continue for longer, or may not respond as you expected. However as a rough guideline, you could spend approximately 15 minutes on each activity. With very young learners it is better to do a little and often.

When rehearsing for a performance, spend at least one lesson making sure everyone knows where to move and when.

For Trinity Stars Stage 1, performances should last from 5-15 minutes.

Materials needed:

- ▶ Coloured cards
- ▶ Images of various natural phenomena - available at the end of this activity

Activity

In this lesson we will be focusing on introducing different colours through:

- ▶ Presentation
- ▶ Colour flashcards
- ▶ Colour song
- ▶ Colouring Page
- ▶ Music
- ▶ Performance

These concepts will be introduced over the following sections of the activity plan. You will also find links to additional resources from the web that you can use.

Teaching the colours

If you have a TV or computer in your classroom you may want to introduce the colours by showing this [presentation](#) and talking about the different colours in it. This is a good way to introduce a new topic and focus the children's attention.

Online resources: [Colours in nature presentation](#)

Colour flashcards

1. Click on the link below to view the colour flashcards to use in this activity.
2. Place the cards around the room and, as you do, say the colour name clearly and repeatedly.
3. Encourage the children to repeat the colour words as you do so.
4. Now call out the colours one by one and ask the children to point to the correct card.
5. Then do the same and get groups of children (maybe three at a time) to walk (or dance, skip or hop) to the correct card.

Online resources: [Colours in nature flashcards](#)

Game – Colour march

1. Divide the class into different groups and give each group a colour card. Make sure they all know which colour group they are in.
2. Bang on a drum or a tambourine and chant the name of one colour as you do so: '*Blue, blue, blue...*'
3. The blue group get up and march around the class in time to the beat.
4. Now call out another colour; '*Red, red, red, red...*' The red group joins the marching group, continue until all the class are marching.
5. Make this game more fun by doing it in the playground and giving each child a tambourine or a drum to bang on as they march and chant.

Colours in nature

1. Now show the children images of the colours in nature; you could use the flashcards again, the presentation, actual items (plastic or real fruit for example) or your own pictures.
2. Call out the colours, one by one and get the children to point to items of that colour, saying the word as they do so.
3. If the children have a large English vocabulary, they may be able to tell you which things are which colour. Here are some examples:
 - ▶ Red: tomatoes, strawberries, cherries
 - ▶ Yellow: the sun, a lemon
 - ▶ Blue: the sky, the sea
 - ▶ Orange: oranges, tangerines, marigolds
 - ▶ Green: grass, leaves, apples
 - ▶ Brown: trees, donkeys
 - ▶ Black: the night, coal, olives
 - ▶ White: clouds, snow
 - ▶ Purple: grapes, aubergines
 - ▶ Pink: roses, cherry blossom.
4. Now choose one natural thing for each colour and teach those words, using pictures to help you.
5. Encourage the children to speak in sentences: '*The sky is blue. Cherries are red. Lemons are yellow.*'

Colour mime

Have an empty box on your desk. Pretend to take out the natural items you have just taught and let the children guess what they are. Examples of mimes:

- ▶ The sky: Act as if you are watching something float out of the box and go up, up, up. Look up and around in wonder.
- ▶ The sun: As you open the box, shield your eyes as if blinded by the sun's glare.
- ▶ Grass: Pick out an imaginary handful of grass and sniff it with pleasure. 'Place' it on the ground and sit on it or remove your shoes and walk on the imaginary grass.
- ▶ Strawberry: Pretend to pluck a small fruit from the box and eat it. Lick your lips and wipe imaginary juice from your mouth.
- ▶ Tree: Pretend to climb a tree. Stroke the imaginary trunk.
- ▶ Snow: Act as if you have something very cold in your hands. Pretend to shape it into a snowball and throw it.
- ▶ The night: Let the night float out of the box. Gaze in wonder and then yawn and mime slowly falling asleep.
- ▶ Grapes: Pick a heavy bunch of grapes from the box. Pluck one fruit from your imaginary bunch and pretend to eat it. Remove a tiny pip from your mouth.
- ▶ Orange: Mime holding a round fruit and peel it. Then pretend to eat one juicy segment.
- ▶ Pink: Hold an imaginary rose carefully so as not to get pricked by the thorns. Sniff the pretend flower and act as if the scent is beautiful. Take out more roses from the Colour Box and make a bunch of them.

Colour box game

When you have demonstrated the mimes, let the children take turns at picking imaginary things from the Colour Box and acting out their own versions of the natural items.

Colouring activity

Ask the children to colour in the fruit and vegetables using the colours they have learned about. You can also make a collage by sticking bits of coloured paper onto the fruit.

Online resources: [Colours in nature colouring page](#)

Using music

1. Hand out tambourines, toy flutes, drums, triangles and other percussion instruments and the children experiment with making different sounds to represent nature.
2. Do some colours make them feel happy? What does happy music sound like? Is it fast or is it slow?
3. Do some colours make them feel dreamy or wistful? Let the children decide and express themselves.

Performance

1. Use this song/chant as it is or as a basis for your own ideas.
2. As the children sing about the different colours in nature, they move and mime the actions you have decided upon for each item/phenomenon.
3. You could make strips of coloured paper which the children lay on the floor in an arch, making a rainbow by the end of the song.
4. If you decide to finish with black and the night, the children could end their performance by pretending to curl up asleep.
5. The children are sitting and looking at a window. You could either use a real window or draw one on a large piece of card.
6. The script and directions can be found on the next page.

Project ideas

Below are some ideas for projects that could be used with this activity plan:

- ▶ Take the children on a 'Colour Walk' and let them collect things of different colours; leaves, flowers, stones etc. Put them on a 'Nature Table', label them with their names and the colour and take a photo of it as a class project.
- ▶ Make 'one-colour collages' with different materials. For example have blue cloth, blue card, blue stickers and blue glitter and make a picture of the sea and the sky.

Colours in nature performance

The children sing or chant:

Blue, blue the sky is blue. The sky is blue, the sky is blue.

Red, red, strawberries are red. Strawberries are red, strawberries are red.

Yellow, yellow, the sun is yellow. The sun is yellow, the sun is yellow.

Green, green, grass is green. Grass is green, grass is green.

Orange, orange, oranges are orange. Oranges are orange, oranges are orange.

Pink, pink, roses are pink. Roses are pink, roses are pink.

Brown, brown, trees are brown. Trees are brown, trees are brown.

Purple, purple, grapes are purple. Grapes are purple, grapes are purple.

White, white, snow is white. Snow is white, snow is white.

Black, black, the night is black. The night is black, the night is black.

At the end of the performance, the children hold hands and take a bow.

