

Retratos (Portraits)

2. Colours

Prior Knowledge: It is helpful if the children are familiar with the 'Show me' game from maths

Objectives

Listen attentively to simple spoken language and show understanding by joining in and responding

Explore the patterns and sounds of language through songs and rhyme and link the spelling, sound and meaning of words

Support

Accept a physical response from those not ready to respond verbally.

Ensure the children have the opportunity to listen to the colour sequence more than once. Some children might need a shorter sequence to order (perhaps just one or two colours).

Extension

Draw four or five colour sequences on the board and read out one of them. Children work out which is the one that you have said.

Challenge children in pairs to produce their own sequences for the class to identify.

Repeat the above activity, this time with written colours.

Main

Teach names of primary colours and secondary colours (approximately six colours in all as a starting point). Try games such as *Enseñadme* where children show you the colour card that you have asked for and Colour Bingo.

ICT Opportunities: The spotlight tool could be used on interactive whiteboard to focus on specific colours. Use internet colouring sites to practise colours interactively.

Encourage the children to listen carefully to the sound of the colour words and to use their whole body in a gesture that imitates that sound, such as a robotic gesture for *rojo* or stretching for *azul*.

Sing the following colours song to the tune of 'Is this the way to Amarillo?'

blanco, negro, amarillo

blanco, negro, amarillo

blanco, negro, amarillo

naranja, verde, rojo, azul.

Verse 2...

rosa, gris, marrón, morado,

rosa, gris, marrón, morado,

rosa, gris, marrón, morado,

naranja, verde, rojo, azul.

If the children know the song, point out that Amarillo is a town in Texas but that the name is a Spanish word, meaning yellow and that in Spanish the *ll* should be pronounced y as in 'yes'.

Discuss the *r* in *rojo, rosa* and *marrón*. Create a new page in the word bank for *rr / initial r*. Can the children think of any other words containing this sound? (*repite, rodilla, ratoncitos*).

Play a colour listening game. Children listen to a repeated sequence of colours e.g. *azul, rojo, verde* and place multi-link cubes in the same sequence on their tables. Invite individual children to say the colour sequence aloud. Encourage children to respond to the question: *¿Qué colores tienes?* with *Tengo...* and the names of the colours.

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		Create a human 'colour line'. Give individual children coloured cards and ask them to form into a line according to your instructions.	
Grammar <u>For teachers:</u> 'Something' is translated as <i>algo</i> e.g. <i>Algo azul</i> (something blue), <i>algo pequeño</i> (something small). Subject pronouns are not always included in Spanish. ' <i>It is</i> ' is translated simply as <i>es</i> .	Grammar <u>For children:</u> No specific focus	Phonics focus <u>For teachers:</u> j – <i>rojo, naranja</i> z – <i>azul</i> ll – <i>amarillo</i> d (like th in that) – <i>morado, verde</i> v – <i>verde</i> i – <i>gris</i> e – <i>verde, negro</i> rr / initial r – <i>rojo, rosa, marrón</i> In Spanish the r is trilled or rolled. This takes some practice. A good way to start is to try saying the word 'drink' with a Scottish accent. The trilling is even stronger if the r is at the start of a word or if there is a double r.	Phonics focus <u>For children:</u> rr / initial r – <i>rojo, rosa, marrón</i>

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<u>Learning Outcomes</u> Children can: <ul style="list-style-type: none">• join in with a song• repeat words modelled by the teacher• use newly learned vocabulary to join in a game		<u>New National Curriculum Links</u> No specific links	
<u>Throughout the week:</u> Create a page for rr / initial r in the word bank and add <i>rosa, rojo and marrón</i> .		<u>Resources</u> <ul style="list-style-type: none">• Large colour cards and children’s individual colour cards• Multi-link cubes• Interactive whiteboard• Multimedia presentation• Internet colouring sites – putting the word <i>coloriar</i> into a Spanish search engine should take you to useful sites	
<u>Teaching Tips</u> <ul style="list-style-type: none">• Be aware of children who may suffer from colour blindness and ensure that they are able to make use of alternative clues when joining in with the activities.• Ask the children to decide on an action for each colour. This can help the children to ‘own’ the action and it is more likely they will remember the new vocabulary.			
<i>El lenguaje del profesor / de la profesora</i>	Teacher Language	<i>El lenguaje de los niños</i>	Children’s Language
<i>Escuchad/Escucha</i> <i>Repetid/Repita</i> <i>Enseñadme/Enséñame</i> Los colores <i>es :</i> <i>rojo</i> <i>azul</i> <i>amarillo</i> <i>verde</i> <i>morado</i> <i>naranja</i> <i>rosa</i> <i>marrón</i> <i>negro</i> <i>blanco</i> <i>gris</i>	Listen (plural/singular) Repeat (plural/singular) Show me (plural/singular) Colours It’s: red blue yellow green purple orange pink brown black white grey	<i>Los colores</i> <i>rojo</i> <i>azul</i> <i>amarillo</i> <i>verde</i> <i>morado</i> <i>naranja</i> <i>rosa</i> <i>marrón</i> <i>negro</i> <i>blanco</i> <i>gris</i> <i>es...</i> <i>tengo...</i>	Colours red blue yellow green violet orange pink brown black white grey It’s... I have...

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<i>¿De qué color es?</i> <i>¿Qué colores tienes ?</i> <i>Poneos en el orden correcto</i>	Which colour is it? Which colour(s) do you have? Put yourselves into the correct order		
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