

Portraits (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 *Montrez-moi* where children show you the colour card that you have asked for and Colour Bingo.

ICT Opportunities: The spotlight tool could be used on an 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 rounded gesture for *rouge*, stretching for *jaune* and flopping forwards for *bleu*.

Sing *Je connais les couleurs* (I know the colours) to the tune of ‘I can sing a rainbow’, using the key colour vocabulary.

Discuss the [ø] *eu* in *bleu* and *couleurs*. Create a new page in the word bank for the [ø] *eu* in *bleu*. Can the children think of another word containing this sound? (Humming the tune to Happy Birthday might help them remember *joyeux*).

Discuss the [ɛʀ] *ère* in *vert* (Note different ending). Create a new page in the word bank for the [ɛʀ] *ère* sound and add *vert* to it.

Play a colour listening game. Children listen to a repeated sequence of colours e.g. *bleu, rouge, vert* 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: *Qu’est-ce que tu as comme couleurs?* with *J’ai...* and the names of the colours.

Create a human ‘colour line’. Give individual children coloured cards and ask them to form into a line according to your instructions.

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Grammar <u>For teachers:</u> <p>'Something' is translated as <i>quelque chose</i>. When followed by a colour or any adjective, it is followed by <i>de</i> – <i>quelque chose de bleu</i> (something blue), <i>quelque chose de petit</i> (something small).</p> <p>'I know the colours' – there are two verbs in French to translate 'to know', <i>savoir</i> and <i>connaître</i>. <i>Savoir</i> means to know a fact, or to know how to do something, while <i>connaître</i> implies to be acquainted with something.</p>	Grammar <u>For children:</u> <p>No specific focus</p>	Phonics focus <u>For teachers:</u> <p>[u] ou – <i>rouge, couleurs</i> [o] au – <i>jaune</i> [ɑ̃] an – <i>orange, blanc</i> [i] i – <i>violet</i> [ɔ̃] on – <i>marron</i> [wa] oi – <i>noir</i> [ø] eu – <i>bleu, couleurs</i> silent final consonants – <i>violet, blanc, marron, vert</i></p>	Phonics focus <u>For children:</u> <p>[Ø] eu – <i>bleu, couleurs</i> [ɛʀ] ère – <i>vert</i></p>
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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> Add <i>jaune</i> to the <i>j</i> page. Look at the <i>on</i> page and point out that <i>marron</i> is already there from Unit 2.		<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 words <i>coloriage</i> or <i>colorez</i> into a French search engine should take you to useful sites• A possible version of ‘I can sing a rainbow’ could be:	
<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>Rouge et jaune et rose et vert, violet, orange et bleu</i> <i>Je connais les couleurs,</i> <i>Je connais les couleurs,</i> <i>Je connais les couleurs.</i>	Red and yellow and pink and green, purple and orange and blue, I can sing a rainbow, Sing a rainbow, Sing a rainbow too

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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Écoutez/Écoute</i> <i>Répétez/Répète</i> <i>Montrez/Montre-moi</i> Les couleurs <i>C'est :</i> <i>rouge</i> <i>bleu</i> <i>jaune</i> <i>vert</i> <i>violet</i> <i>orange</i> <i>rose</i> <i>marron</i> <i>noir</i> <i>blanc</i> <i>C'est de quelle couleur ?</i> <i>Je connais les couleurs</i> <i>Qu'est-ce que tu as comme couleur(s) ?</i> <i>Mettez-vous dans le bon ordre</i>	Listen (plural/singular) Repeat (plural/singular) Show me (plural/singular) Colours It's: red blue yellow green violet orange pink brown black white Which colour is it? I know the colours Which colour(s) do you have? Put yourselves into the correct order	<i>Les couleurs</i> <i>rouge</i> <i>bleu</i> <i>jaune</i> <i>vert</i> <i>violet</i> <i>orange</i> <i>rose</i> <i>marron</i> <i>noir</i> <i>blanc</i> <i>C'est...</i> <i>J'ai...</i>	Colours red blue yellow green violet orange pink brown black white It's... I have...