

UNIT-1

The World of Colours

ACTIVITY - 1

The Quarrelling Colours – Part 1

Long, long ago, the colours in the rainbow started to quarrel. Each colour thought it was the most important colour of all.

Violet said “I am the colour of humility and wisdom. I am the most important.”

Indigo spoke softly, “I am the colour of silence. You need me for peace and prayer. I am the most important one.”

Blue interrupted, “I am the colour of water. Water makes up life. Without me you would be nothing.”

Green said, “I am the colour of nature. That is why I am the best.”

Yellow smiled, “I bring warmth to the world. The sun, the moon, and the stars are all yellow.”

Orange laughed, “I am the colour of courage! Surely, I am the best!

Red shouted, “I am the sign of strength and authority.”



ACTIVITY - 2

What colours have you seen in the story so far?

Which colour do you like best?

Make a list of things you have seen in your favourite colour.

Ask all your classmates about their favourite colours. What colours do your classmates like? Make a chart showing all the colours that classmates like best. Count how many classmates like each colour.

Favourite Colours of Classmates	Number of Classmates Who Like Each Colour





ACTIVITY - 3

Look carefully at your chart.

Was there any colour in the rainbow that no one in your class liked?
Which colour was that?

Which colour did the *most* people like and how many people liked that colour? The colour that most people like is the most *popular* colour.

Which colour did the *fewest* people like and how many people liked that colour? The colour that fewest people like is the least *popular* colour.

Is your favourite colour one of the *most* popular colours or a *less* popular colour?

ACTIVITY - 4

The Quarrelling Colours – Part 2 (Do you need to read Part 1 again?)

Suddenly there was thunder and lightning and it began to rain heavily.

The seven colours - violet, indigo, blue, green, yellow, orange, and red - all heard the angry voice of the Rain.

“You stupid, foolish colours, why are you fighting among yourselves? Don’t you know each of you is important?” The lightning stopped and the thunder quieted.

The Rain said, “Listen to me. Each of you has a special purpose. When I stop the storm, you must all hold hands and help each other. You will help each other stretch across the sky to make the rainbow. The rainbow is a special sign. It shows that if we all work together and help each other, even with our differences, we will all shine.”

The colours understood their mistake. The storm ended and the colours happily joined hands.

ACTIVITY - 5

Just as all the colours helped to make a rainbow, everyone can help to make school a better place to learn. Look at this picture with a partner or group. Name all the things you see in the picture. Think together about some ways the students in this school could help in the classroom.



Use the picture to help you write two sentences about things you can do to help in your school.

1) _____

2) _____

Share your sentences with your classmates. Listen to the ideas of other classmates.

Which three ideas from other classmates did you think were the most interesting?

1	_____
2	_____
3	_____





ACTIVITY - 6

In a group, talk together about all the ideas for helping that your classmates wrote in the activity above. Choose five ideas that everyone in your group agrees are interesting.

My group thinks these five ideas are interesting:

- 1.
- 2.
- 3.
- 4.
- 5.

Many ideas are interesting, but not all ideas are easily done. Work with your group to rank the five interesting ideas from easiest to most difficult. Ranking means to put in order. Rank the easiest idea first, the next easiest second.... The most difficult idea to do should be number five!

My group ranks these five interesting ideas by how easy they are to do like this:

1.	EASIEST
2.	
3.	
4.	
5.	MOST DIFFICULT

How could your group work together to actually **do** the easiest idea for helping?

ACTIVITY - 7

	Mix the colours as described in the poem.
<p>Paints <i>by Ilo Orleans</i></p> <p>When I put YELLOW Paint on RED, The colours change To ORANGE instead. And, mixing BLUE And RED, I get A pretty shade of VIOLET.</p> <p>Another trick That I have seen: YELLOW and BLUE Turn into GREEN.</p> <p>There's magic when My colours mix. It's fun to watch them doing tricks.</p>	

ACTIVITY - 8

It is very easy to name the colours in the poem, "Paints", but some other colours are not so easy to name! For example, the makers of *Crayola* crayons use many shades of brown.

Look at some of the names for their brown crayons:

Chocolate, Dirt, Beaver, Copper, Chestnut, Raw Umber, and Burnt Umber

All of these names are things that have the brown colour of the crayon.





A tree being cut down by beavers.

A beaver is a brown animal that lives near water and is known for building dams from trees that it cuts down with its teeth.

Umber is a kind of clay. How do you think Raw Umber and Burnt Umber might be different?

Some colour names are not things. How do you think Razzle Dazzle Rose, Purple Pizazz, and Screamin' Green were named?

ACTIVITY - 9

In this language task, you will create your own name for a new colour and you will talk to your classmates about their created names. Some students may name their colour with a thing and some students may name it some other way. Do the task to find out what happens.

Mix the colours below, then create your own names for them.

Colour #1 Mix Green & Blue	Colour #2 Mix Orange & Purple	Colour #3 Mix Red & Blue & Yellow
Name Your Colour	Name Your Colour	Name Your Colour

Talk to your classmates to find out what your classmates named their colours.

	Colour #1	Colour #2	Colour #3
My Names			
Some Interesting Names from My Classmates			

Of all the new mixed colours and new names in your classroom, which colour and name do you like best?

ACTIVITY - 10

Read the example sentences that use the idiom, “once in a blue moon”.

- I only eat sweets once in a blue moon. I really try to take care of myself.
- The only part of the work I didn't like was, once in a blue moon, we'd have to stay all night doing paperwork.
- Once in a blue moon, you might get lucky, but the best way to get what you want is to work hard.

Think about the sentences. What do you think “once in a blue moon” means?

Read the example sentences that use the idiom, “show true colours”.

- When people are under stress, they show their true colours.
- He seemed very loving before the wedding, but afterwards, he began to show his true colours.
- Your willingness to show your true colours proves you have nothing to hide.





Think about the sentences. What do you think show true colours means?

Read the example sentences that use the idiom, “get the green light”.

- If you want to have a party, you’ll need to get the green light from both parents.
- We have the green light now, so we can go build the stadium.
- I’m happy to say we’ve got the green light to go ahead with the sale.

Think about the sentences. What do you think "get the green light" means?

Helpline

Going Beyond the Textbook

Use the internet or library resources to collect more information on colours. You may be interested in colour theory and mixing, or you may wish to find more poems or stories about colour or more interesting colour idioms. You may visit the textbook website, www.onlinetextbook.info, for more topics and activities related to colour. You can even post about what you've learned there. There is always more to discover in the world of colour!

For the favorite colour chart, demonstrate by asking a child for a favorite colour, tell the students they will write the colour the **FIRST** time a classmate says it, but the **SECOND** time they hear the colour, they will add to the count to show that **TWO** students like the same colour. Every time a student hears a new colour from classmates, the student adds that colour to the list. Every time he hears a colour that other students like as well, he adds to the count.

Ranking activities, such as the one where students decide which ideas for helping are easiest, are excellent ways to encourage discussion. Ranking requires more language and negotiation for groups to agree on the relative ranks of items than to simply answer yes or no or true or false. The first time students do a ranking activity, the teacher may need to help them see how an unranked list is different from a ranked one.