



I CAN SING A RAINBOW

Aim

This activity helps pupils to understand and sing the song "I can sing a rainbow"

Language focus

This lesson focuses on the colours and the language "I can see/sing"

Materials

Colour flashcards, colouring crayons/pens/recording of the song or video, colour dictation worksheet

Instructions

This illuminating lesson plan by Lisa Dold helps young learners to understand and produce the colours, to learn the structure I can..., to sing the nursery song I Can Sing a Rainbow and to complete a listening activity based on the vocabulary

Sing the colours

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Level: Beginner

Age: 5-7

Time: 60 minutes

Aim: For learners to understand and produce the colours, to learn the structure *I can ...*, to sing the nursery song *I Can Sing a Rainbow* and to complete a listening activity based on the vocabulary.

New language: Colours; *I can sing*; *I can see*; *a rainbow*

Revised language: Numbers 1-10; *yes*; *no*

Materials: Colour picture and word flashcards; colouring dictation worksheet; crayons/felt tip pens for all learners; a recording of the song *I Can Sing a Rainbow* (optional – it is easily available on the Internet).

Warmer: Number tracing

1. Invite a child to join you at the front of the class. Ask the child to stand with their back to you. Trace a number between 1 and 10 on the child's back. Invite the child to say the number you have just traced. Then invite the child to do the same on your back. Ask a different pair of children to repeat the activity in front of the other children to ensure comprehension of the task.
2. Divide children into pairs and ask them to take turns in tracing and guessing the numbers.

Activity 1: Colours

1. Ask the children to listen. Use the colour picture flashcards to present the vocabulary.
2. Ask the children to listen and repeat as you show the flashcards. Alternate your own voice between loud and soft to ensure they remain on task during the drilling.
3. Ask the children to stand in a line in the centre of the room. Stand at the head of the line facing them. Point to one side of the room and say 'yes'. Point to the other and say 'no'. Repeat and point without saying the words in order to elicit the correct word from the children.

Hold up a picture flashcard. Say a colour which does not correspond to the picture. Encourage the children to move to the 'no' side of the room and say 'no'.

Bring the children to the centre once again and repeat, but this time say a colour which corresponds to the picture and encourage them to move to the 'yes' side and say 'yes'.

Once the children understand how to play the game you can 'eliminate' the children who make a mistake or who are slowest at moving to the correct side. The 'eliminated' children can take the role of the teacher with your guidance.

4. Place the colour picture flashcards on the board. Hold up a colour word flashcard and say the word. Encourage the children to repeat. Invite a child to the board and ask them to place the word flashcard with the correct picture flashcard. Repeat until all the picture and word flashcards have been matched.
5. Ask the children to close their eyes. Remove a matching picture and word flashcard from the board. Ask children to open their eyes and invite them to guess which word/colour is missing. Repeat the game to ensure knowledge of the colour vocabulary and drill the colours.

Activity 2: Colour Song – *I Can Sing a Rainbow*

1. Ask the children to listen and look at you. Point to your eyes and say 'I can see'. Point to your eyes and to an item of clothing. Say 'I can see...' and say the colour of that item of clothing. Repeat with other items and colours and encourage the children to repeat and come up with their own examples.
2. Play a variation of the game *I spy*. Say 'I can see (colour)' and invite children to guess the object that you can see. It is probably best to allow use of L1 if the children are not sure of the vocabulary. Invite the first child to get the correct answer to the front of the class and encourage them to say 'I can see (colour)'. Repeat the game to allow children to use the new structure.
3. Ask the children to listen and look at you. Sing 'I can sing'. Encourage the children to repeat.
4. Show the children the picture flashcard of a rainbow. Say the word and ask the children to repeat.
5. Place the picture and word flashcard of a rainbow on the board and say as you make gestures to your eyes 'I can see a rainbow'. Ask the children to repeat.
6. Say 'I can sing a rainbow' and ask children to repeat.
7. Place the picture and word flashcards of the

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colours on the board in the order that they appear in the song. Also place the rainbow picture and word flashcard on the board.

8. Sing the song, pointing to the colour flashcards as they appear in the song. You can find the lyrics of the song quite easily on the Internet if you search for 'I Can Sing a Rainbow'.
9. Encourage the children to sing along.
10. Encourage the children to sing along once again and ask them to point to the correct colours and the rainbow as they sing.

Activity 3: Colouring dictation

1. Give the children a copy of the colouring dictation worksheet and ensure that they have the correct crayons/felt tip pens for the activity. Tell the children that they are going to colour but that the picture is very strange and nothing is the colour that they would expect it to be.
2. Tell the children that you are going to say a number and a colour and that they must colour the area with that number in the correct colour. Explain to the children that they should only put a small circle of the colour in the area and that they will have time to colour the whole picture at the end.
3. Read the transcript as follows:
 - Colour number 1 yellow.*
 - Colour number 2 blue.*
 - Colour number 3 pink.*
 - Colour number 4 green.*
 - Colour number 5 red.*
 - Colour number 6 orange.*
 - Colour number 7 purple.*
4. Give the children time to colour their pictures.

Warm down: Mouth my word

1. Invite a child to stand in front of the class.
2. Hold a colour picture flashcard above the child's head where they cannot see it but where the other children can see it clearly.
3. Explain that the other children must help the chosen child to guess what colour it is by mouthing the word.
4. Repeat to revise the colour vocabulary.

Follow-up

For homework, children could design their own colouring dictation worksheet with a key to dictate to their classmates, as they did in Activity 3.