



# COLOURS

SUPPORT TEACHING RESOURCES

**Imma Fdez Puig**  
Course 2010

## KEY CLASSROOM LANGUAGE

Teacher and students need language scaffolding in the classroom:

Excuse me

I don't know... / understand.....

How do you say "....." in English ?

What does "....."it mean ?

## Starting or introducing the lesson

Who can tell us what we did last lesson?

What's our topic at the moment?

To start we are going to...

Raise your hand if you can explain what...

Work with your partner. You have 30 seconds... Go!

You are going to work in pairs/ groups of ...

I would like you to work individually

You have .... minutes to complete the task/ project

This is our task for today

I would like you to work with...

You are going to research...

Look at your worksheet. I would like you to...

Think about the way you will execute your design

## General warnings

Sit down on the chair...

Listen,..

Who's doing well sitting and listening?

Let me see who's ready to begin our lesson

Thank you (Laura), Well done .....(Òscar)

I' m going to wait for silence before I begin the lesson

Raise your hand and then I will answer you

Pencils down please

Face me

Stop what you are doing and listen

Who's still talking?

Let's keep the noise down

Listen very carefully

This is your final warning

Waiting for ....(Joan)

Time questions in a minute

## Teacher's comments to children

Well done

You really thought about that

A very good insight/ design/ piece of work/ research...

Absolutely fantastic

This is a tremendous piece of work

This is absolutely marvellous!

A fabulous effort! / Brilliant effort!/ This is a wonderful effort!

Your idea was great / excellent idea / Lovely ideas! /Super ideas..... (Aidan)!

Your ideas are tremendous!

Try to keep it neat and tidy!

Try to organise your ideas before you start!

Good guess!

Keep positive!

Good try!

Well done! You are working very well

This is a nice start!

Is everybody happy with that?

Why don't you try one more time?

I think it would be better next time if you ...

Think before you answer

Discuss this with your neighbour

Don't call out, put your hand up if you think you know it

Have a go at...

I want to see what your imagination is like

I want you to think in ...

I want you to draw a symbol that helps to describe the word ...

Draw what your imagination is telling you

I want to see ... ( shapes and lines) like... (kandinsky) has here

Carry on working and listen carefully

That's totally up to you

## Summarising the lesson

Would anyone like to show/share what you have done?

What new things did you learn today?

What did you like the most?

What could be improved?

### Discussion Techniques:

Cut up the page along the dotted lines. Match each picture with its correct comment and glue them all onto a plain piece of paper.



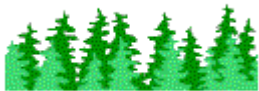
Get one member of the group to write down the most important points discussed and any decisions that are made.	Always let other people finish speaking, even if you wish to say something.	Even if you feel shy you must take part in the discussion.
Remember that discussion helps you learn and other people learn.	Be ready to change your mind if you are wrong.	Use a paper and pencil during discussions.
Remind the group if someone has said something important.	Listen carefully to what everyone says.	Do not show off.
If you do not understand anything ask for it to be explained.	If you do not agree with someone do not shout at them.	Explain things if two people do not understand each other.

## Scaffolding for the acrostic Poem:

**What is White?**

**White is the sugar in your cup of tea,  
White is the snow that comes up to your knee.  
White is the colour of my granny's hair,  
White is the mist that floats in the air.**

**White is for my mum's lovely roses,  
White is the dress on wedding poses.  
White is for the sweet flying dove,  
And great clouds sailing up above.**

**What is Green?**

**My favourite colour is green,  
Like the colour of a bean.  
Green for the hedges  
And for the bushes.  
Green for the newt that always rushes.**

**Chameleons are sometimes green,  
These animals aren't always seen.  
Green for the cabbage  
And for the peas.  
Green for the leaves that hang on trees.**



**What is Brown?**  
**Brown is the colour of wood,**  
**And the colour of squelchy mud.**  
**Brown is the colour of an Autumn tree,**  
**And the colour of a cup of tea.**

**Brown is the colour of leather,**  
**And the colour of a pheasant's feather.**  
**Brown is the colour of many people's eyes,**  
**And the colour of meat in a shepherd's pies.**



**What is Yellow?**  
**Yellow is the colour of custard**  
**And also the colour of mustard.**  
**The yellow canary sings sweetly away,**  
**Yellow bananas eaten everyday.**

**Yellow is the colour of the sand**  
**And a brass trumpet in a band.**  
**Yellow is the colour of a bumble bee**  
**And yellow Autumn leaves from a tree.**

**What is Red?**

**Red is the colour of beautiful roses,  
Like clowns shiny red noses.  
Red is the colour of a telephone box  
And the spots on my socks.  
I love juicy red cherries  
And delicious strawberries.  
Red is the lipstick mum buys from the shop  
And the light that tells cars to stop!**

**What is Black?**

**Black is the colour of the blackboard  
And the colour of a blackbird.  
Black is the colour of the ink in my pen  
And the door of "Number 10".  
Black is the colour of soot and of coal  
And the colour of a baby foal.  
Black is the colour of the road's tarmac  
And the colour of my plastic mac.**



**What is Blue?**  
**Our school jumper are blue**  
**And the sky is sometimes too.**  
**A beautiful blue is the sea,**  
**And people's eyes that look at me.**

**Some flowers in the garden are blue**  
**And the colour of my Mums nails too,**  
**Sailors in the navy wear blue it's so**  
**And you'll find blue in the rainbow.**

**GENERAL SCAFFOLDING:**

DEFINING					
....	is a	place	where		
	is an	person	who		
		thing	which		...
		concept	that		
		entity			
		device			
		instrument			
		tool			



**CLASSIFYING**

There is/are	one two three ....		kinds	of	....
			types		
			forms		
			classes		
....	Fall	divided classified	into	one two three....	kinds
	can be				types
					classes
					categories

**LISTING**

Firstly, secondly, thirdly, fourthly .... finally/lastly  
 First, second, third, fourth .... Finally/last

**ADDING TO A POINT**

in addition	furthermore
besides	also
still/anyway	and/but/too
moreover	and another thing ...

**RELATION CAUSE-EFFECT. GIVING REASONS**

therefore/so	as a result
because/thanks to	consequently/so
for example	for instance
that is why	

<b>COMPARING AND CONTRASTING</b>	
<p><b>For similarities</b></p> <p>is similar to ... (in that/in)                      ... and ... are similar in ...                      ... is like ...                      in similar manner                      in the same way                      Both have in common...</p>	<p><b>For differences</b></p> <p>... is unlike ...in...                      in contrast/alternatively                      compared with                      in comparison with                      ... is different from ...                      on the one hand/on the other hand                      instead of                      however/otherwise                      ... differs from ...                      ... can be distinguished from ...                      alternatively                      from a different point of view                      from a different perspective</p>

<p><b>MAKING DESCRIPTIONS</b></p> <p>Talking about ...                      First of all, talk about what is the thing you must to talk about and where it comes from:                      This is a ... It comes from ...                      Then describe its appearance, structure,..                      It has ... It looks like ... It has a ... It is made up of ... It hasn't got ...                      Describe the location :                      It is found in ...                      Describe the function_                      ... has the job of ...-ing(verb ending in ing) ...                      It also does ...</p>	<p><b>CONNECTIVES RELATING TO TIME (SEQUENCING)</b></p> <p>at first /first                      then/after that/next                      until                      at length                      meanwhile                      up to that point/time onwards                      in the interim                      later on                      eventually                      finally</p>
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**PREDICTYNG**

I predict that ... will happen  
 ... will happen  
 If ... happens, (then) ... will happen  
 When ... happens, (then) ... will happen  
 Because ... happen, then ... will happen  
 This means that ... will happen  
 ... will not happen, unless ... happens  
 ... will not happen, if ... does not happen

**HYPOTHESISING**

If ... happens, ... will (future, certain)  
 If ... happens, ... may/might/could happen (future, possible)  
 If ... happened, ... would happen (future, possible)  
 If ... had happened, ... would have happened (past, speculative)  
 Unless ... happens, ... will not happen  
 If ... does not happen, ... will not happen  
 Assuming ... happened, ... would happen

**SUMMARISING**

So what we have said is ...  
 So let's summarise  
 Let me summarise/sum up  
 Let's summarise/sum up  
 So you see...  
 The main points we have made are ...

**DRAWING CONCLUSIONS/DEDUCING**

I/we conclude from this that ...  
 I/we/one can conclude  
 One can draw two conclusions from this ... (firstly, ...)  
 If ... is (the case), ... must be ...  
 If ... was the case, ... must have been ...  
 If ... is not the case, ... cannot be ...  
 If ... was not the case, ... cannot have been ...