

Student name:



Making colours workbook

XR109W 2014/1



Acknowledgements

Photos © iStockphoto.com

Cover: colourful sweets, 4943665
Bed, 1287817
Rainbow, 6089126
Rabbit, 10305345
Toy rocket, 12125858
Night sky, 18650063
Needles, 4245857
Newspaper, 5945772
Handle, 9561993
Nuts, 6290721
Native hut, 7043523
Hand, 15349549
Red cap, 10595946
Blue hat, 7339881
T shirts on washing line, 18254150
Green paint swatch, 18780103
Colour pencils, 12007277
Jelly beans, 5127055

I am learning to hear words that rhyme.

Supervisor

Read one line of words at a time.

Ask your student to say the two that rhyme.

Read the line again and ask your student to identify the odd one out.

red bed pear

blue glue mat

pen bean green

black tack cup

brown top frown

yellow man fellow

grey pray bag



Continue the learning ...

By making picture cards for rhyming words and asking your student to find the matching pairs.

For example, bed, head or cup, pup.

I am learning to hear sounds in a word.

Supervisor

Read the words to your student. Ask your student to hold up a finger for each sound they hear.

For example, **green** has four sounds **g r ee n**.

at (2) green (4)

pink (4) purple (4)

red (3) white (3)

blue (3) brown (4)

grey (3) black (4)

Continue the learning ...

By making up some two, three, four and five sound grids. Slide a counter into a box as you hear each sound in the word. Encourage your student to stretch the word out and emphasise each sound.



I am learning to hear the beginning sound in a word.

The focus letters in this booklet are:

r n h

Add them to your alphabet book.

Supervisor:

Say the name of each picture below. Then ask your student to point to all the things that begin with **r**.

Repeat with the letters **n** and **h**. Colour all the **r** pictures in red.



Continue the learning ...

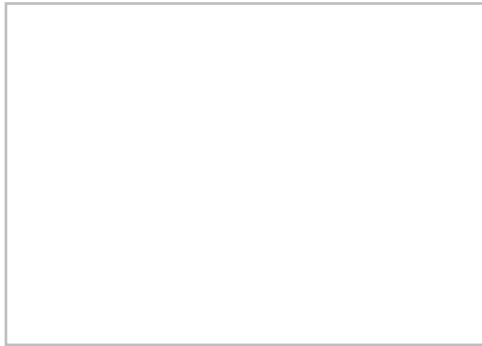
By finding or drawing pictures of objects that start with these letters. Add them to your alphabet book.

The focus words in this booklet are:

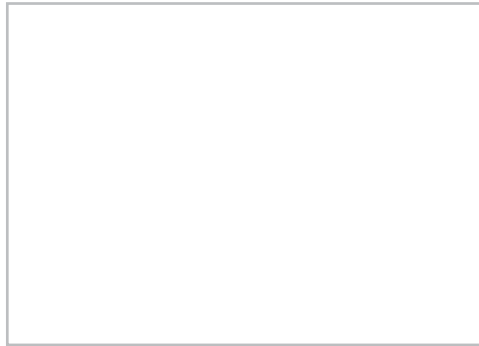
here is look and

Supervisor

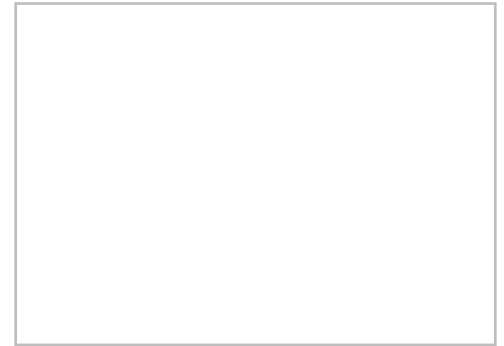
1. Ask your student to read the sentences and draw or cut out a picture to complete each one.



Here is a red



Here is a blue



Here is a pink

2. Colour the word **here** in red.
Colour the word **and** in blue.
Colour the word **look** in purple.
Colour the word **is** in green.

here	is	look	and
Look	look	here	is
is	and	is	Here
look	red	and	and

Make your own books and readers.

here is and look

Using the words in the box, make up more books with your student. Use photos or pictures of things that interest them.

The books can then be re-read over and over. Other books could include: Here is a (coloured vehicles), Look at the (coloured flowers), Here is a (coloured clothes).



Here is a red cap.



Here is a blue hat.

Continue the learning ...

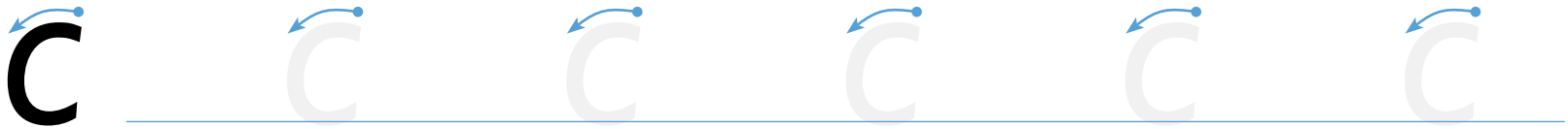
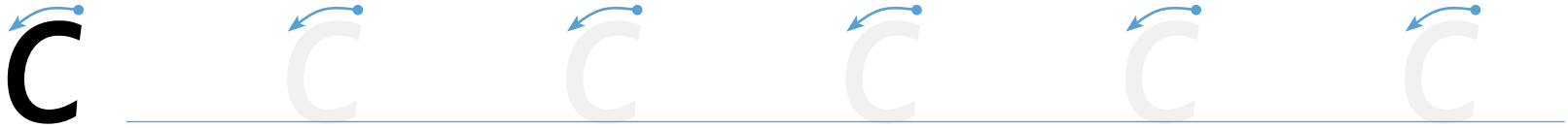
By playing a matching game. Write a sentence using the words in the box and ask your student to match it with the correct picture or photo.

I am learning to write the letters c and o correctly.

Practice writing the letters **c** and **o** on a whiteboard or on large sheets of paper.

Use paint and a paint brush. Copy over sandpaper or glitter letters with a finger. Use an app or a programme on the computer that practices handwriting formations.

After you have practiced writing the letters lots of times, copy the letters **c** and **o** below. Remember to start at the arrow for each letter.



Continue the learning ...

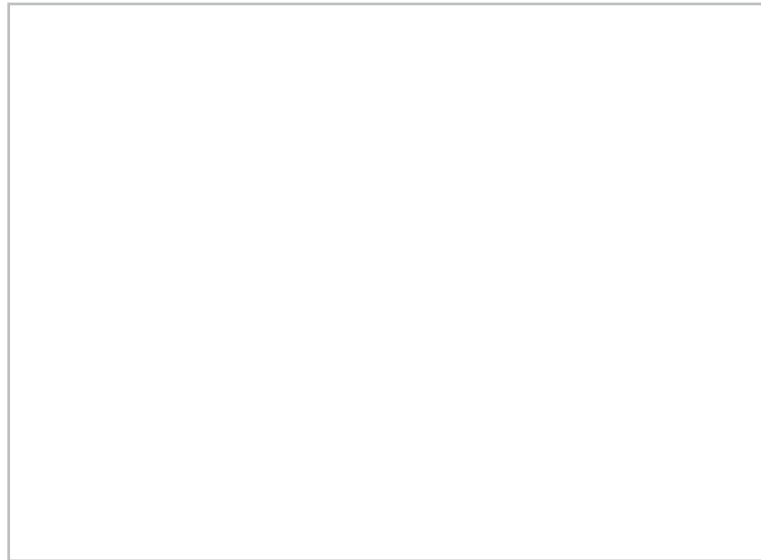
By writing these letters in the air every day. Remember to use whole arm movements. Practice writing the letters on the floor, the carpet, the fridge or the table top.

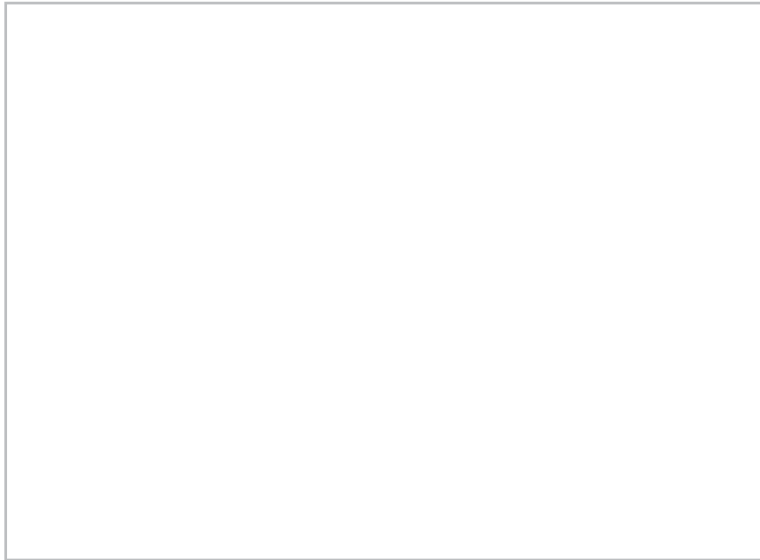
I am learning to write a sentence.

Supervisor

Talk again about the things your student can see around them in the house, garden or school room. Talk about the colours. Try making the colours suggested in the reader by mixing paints or colouring pencils.

Now encourage your student to write their own story using the words ... **here is look and**





Supervisor

Positive comments about your student's writing.

Language experience activities

1. Sing songs together about colours.
Red and yellow and pink and green, purple and orange and blue, I can sing a rainbow ...
Ma is white, where is red, kakariki green, Mango is black, Pango is too AEIOU.



2. Choose something your student likes that has a range of colours, for example, flowers, balloons, vehicles.
Lay out three or four of them and see if your student can use paints to mix and match the colour of the item. An ice cream container lid is ideal for mixing paints on.



3. Look at a paint chart to explore all the different shades of one colour.
4. Trace around a family member and paint or colour in the outline.
5. Read books about rainbows or colours

Rainbow Fish to the Rescue by Marcus Pfister

My Māori Colours by Tracy Duncan

Colours by Shirley Hughes

Where is the Green Sheep by Mem Fox



XR109W Assessment page

Supervisor

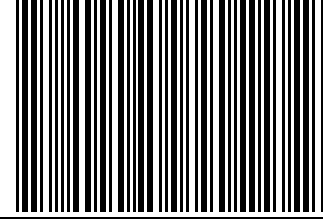
Please provide detailed feedback so that your Te Kura teacher knows what your student can do.

Learning goal My student can	Yes	No	Sometimes	Comments
Say words that rhyme.				
Hear all the sounds in a word.				
Name something that starts with the letters r , n and h .				
Read the words here , is , look and and .				
Form the letters c and o correctly.				
Write the words here , is , look and and .				

Keep the learning going ...

Re-read the booklet again, practice forming the letters **c** and **o**, write another book using the words **here**, **is**, **and**, and **look**.

Watch out for rainbows on showery days. Talk about colours and the range of different words we use for shades of colours in the environment, in art work and in our clothes.



XR109W 2014/1

COVER SHEET

STUDENTS – PLACE STUDENT ADDRESS LABEL BELOW OR WRITE IN YOUR DETAILS.

Full Name _____

ID No. _____

Address _____
(If changed)

Authentication statement

I certify that the assessment work is the original work of the student named above.

Signed _____
(Student)

Signed _____
(Supervisor)

FOR SCHOOL USE ONLY

Assessment