

Color box 1

Material:

Cloth mat, a box with 3 pairs of colour tablets: The colours are the 3 primary colours - red, blue and yellow. Both presentations require the same material.

Presentation:1

(Table activity)

1. Once seated, introduce the material and the activity. Open the colour box as you introduce it- "This is colour box 1 and it has some colour tablets in it. Today we will match some different colours." Show the child how to hold the tablet, pincer grip- index finger on top, thumb below and invite the child to hold it.
2. With the help of the child, remove the six colour tablets and place them in a semi circle on the mat. Close the box and place it on top right hand corner of the mat, outside it.
3. Convey to the child that she can try out the activity after she has watched you perform the same.
4. Pick up the left most colour tablet and place it in front of you. Look for the matching colour tablet in the semicircle and place it to the right of the one in front of you.
5. Trace an imaginary line in front of the matched pair with right hand index finger to show the child that the tablets are of the same colour. Holding the tablet with either hand place them on left top corner of the mat.
6. Repeat this with the remaining 4 tablets and place the pairs in vertical line on the left of the mat.
7. With the right hand index finger, point at all three pairs, top to bottom.
8. Dismantle the pairs with the child's help and place in a semicircle on the mat.
9. Invite the child. Observe as she tries out the activity.
10. Once the child has completed, reinforce "Today we worked with colour box 1 and matched some colours."
11. If the child has met the aim, convey that she is free to perform the activity whenever she wishes to and that she can come to you in case she faces any problem.
12. Ask the child to wind up and return the material to this shelf.

Presentation:2

(Table activity)

1. Once seated, introduce the material and the activity. "This is colour box 1, it has some colour tablets and today we will learn the names of some colours."

2. Keep the box on the top corner of the mat. Open it, slide lid underneath and take out a tablet of each colour and keep them in a vertical line in front of you. Close the box.
3. 1st period: Pick up the first tablet at the top, keep it in front of the child and give the name – “This is ‘red’. Can you say ‘red’? When the child says ‘red’, prompt him to repeat by saying, “Can you say it again?” when the child has repeated the name of the colour of the tablet, keep it back in the vertical line. One by one, similarly give the name of the colours of the other two tablets, following directionality.
4. 2nd period: place all three tablets in a horizontal line in front of the child, following directionality. Ask the child to point at a tablet in random order-“Can you point and show me the tablet which has the colour ‘blue’? After the child points at the blue tablet, do the same for the other two tablets. Place the three back in the vertical line, following directionality.
5. 3rd period: At random, pick up a tablet, place it in front of the child and ask her the name of the colour of the tablet – “Can you tell me the name of the colour of this tablet?” When the child has named it, place it back in the line and do the same for the other two tablets.
6. Place the three tablets in a horizontal line in front of the child and reinforce the aim of the activity. “Today we have learnt the names of some colours.” As you say this, point at each tablet and wait for the child to say the name of its colour. “Shall we wind up?”
7. Bring the box in the centre and open it and place the lid underneath. Ask the child to put back the tablets in random order. “Can you put the red coloured tablet in the box?” Repeat for the other two tablets. Ask the child to return the mat and colour box to their place.

Aims:

Direct:

1. Visual perception of primary colours.
2. Matching and pairing of primary colours (Presentation 1)
3. Learning the names of primary colours (Presentation 2)

Indirect:

1. Early detection of colour blindness
2. Intellectual development – Preparation for mathematics through concept of one to one correspondence, judgment skills, matching pairing skills, preparation for reading and writing by use of pincer grip and concept of left to right directionality and development of vocabulary during presentation and through 3 period name lesson.
3. Developing fine and gross motor skills, concentration, order, patience, observation and eye-hand coordination

Points of interest:

Colours of the tablets, matching the colours, holding the tablets, learning the names, saying the names

Language:

Colour box, tablets, 3 period name lesson: red, yellow and blue

Age:

Presentation 1: 2.5 years, Presentation 2: 2.5 years onwards

Variation: Memory Games

- One tablet of each colour is lying on the table and their matching tablets are lying in the basket in the environment. The teacher points at the tablet on the table and asks the child to fetch its match from the environment. The child carries the chromatic memory and brings the matching colour tablet. The tablets can also be scattered in the environment. (Presentation 1)
- Similarly, one tablet of each colour can be lying in a basket in the environment and the teacher can ask the child to bring the red, yellow or blue tablet. The child carries the chromatic memory and brings the matching colour tablet. The tablets can also be scattered in the environment. (Presentation 2)