



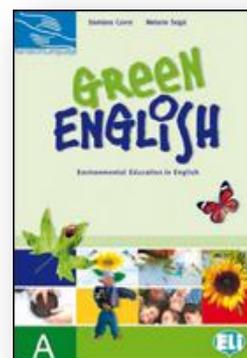
Welcome to the first ELI Newsletter aimed at those teaching young learners.

In each edition, you will find information, activities and tips that you can use either with your pupils or just for your own personal and professional development.

This edition is dedicated to **Colours**.

Colours brighten the dullest of days and we can make a bright classroom out of very simple materials at the same time as practising English with our bright pupils.

Here is a simple exercise inspired by ELI's *Hands On Language Green English*.



LEAF RUBBING

Objectives

- To decorate the classroom with the pupils' art work.
- To practise the imperative.
- To practise the lexis of stationery and of colours.
- To extend the pupils' vocabulary of plants: veins, stem, etc.
- To learn different words to categorise leaves: colours, shapes, deciduous, dry, etc.

Materials needed

Ask the pupils to collect leaves of any size and shape or bring in leaves you have collected; sheets of paper big enough to cover the leaves individually (white, brown, black, coloured as you desire); all or one of these: crayons, colouring pencils, coloured and white chalk

Stages

Tell the pupils they are going to be doing "Leaf Rubbing" today.

- 1) Put all the leaves together in a pile in front of you. Take one leaf and ask the class to categorise it. (possible words: large, small, pointed, green, dry, hard, soft, wide, compound, etc.)

- 2) Illustrate the leaf veins (the vessels used to transport food, minerals and water to the plant) and the stem. If necessary draw a leaf on the board to illustrate.
- 3) Ask them if they can name the tree it comes from. (use mother tongue if necessary)
- 4) Each pupil then chooses one leaf and a piece of paper.
- 5) Tell them: put the leaf on the desk and the piece of paper on top of it.
- 6) Each pupil then chooses the colouring tool (crayon, pencil, chalk) they want.
- 7) Tell them: Gently rub the leaf with your (pencil, crayon....) so that you can see the veins of the leaf.
- 8) When they finish, collect all the leaves to decorate the class – see follow-up.



Here are some variations and follow up.

Follow-Up

When the pupils have finished, collect all the sheets of paper and make a mobile, hang them on the wall or on lines across the classroom, or make a big tree on the wall, which you can then label and use throughout the year as an 'English Language Tree'.

Variations

Use only black paper and coloured chalk.

Use only autumnal/spring colours depending on where you live.

Categorise into evergreen versus deciduous trees; flowering versus non-flowering plants; bushes versus trees; native versus non native plants; edible versus non-edible, adding poisonous if present.

The pupils can also place the leaves smallest to largest, the most commonly found in the area to the least, biggest plant to smallest, etc

To illustrate veins very clearly, place a leaf (freshly picked, not dry) in a pot of ink. The leaf will absorb the ink as if it were water. The veins are then clearly seen as they will be the same colour as the ink. Celery works fantastically for this as does flowers such as roses and carnations.