







YEAR 6

Rainbow Activities

Teachers' language E-book



Year 6 | Rainbows

Time/ station	Independent Station 	Teacher station 	Collaboration station 	Technology station 
1 st task	A1, A2, B1, NS	A1, A2, B1, NS	A1, A2, B1, NS	
2 nd task	A1, A2, B1, NS	A1, A2, B1, NS		A1, A2, B1, NS
3 th task	A1, A2, B1, NS	A1, A2, B1, NS		A1, A2, B1, NS
4 th task	A1, A2, B1, NS	A1, A2, B1, NS		A1, A2, B1, NS
5 th task	A1, A2, B1, NS	A1, A2, B1, NS		
6 th task	A1, A2, B1, NS	A1, A2, B1, NS		
7 th task	A2, B1, NS	A1, A2, B1, NS	A1, A2, B1, NS	
8 th task		A1, A2, B1, NS	A1, A2, B1, NS	A1, A2, B1, NS
9 th task		A1, A2, B1, NS	A1, A2, B1, NS	

Task One – Water, Magic and Rainbows Reading

Description ML.SL.6, 6.1



Level A1

- Read Together: Read the "Water, Magic, and Rainbow" text aloud with the class.
- Identify Words: Point out and repeat key science words together (e.g., "water," "magic," "rainbow").
- Group Activity: In small groups, help students answer questions with simple words and phrases.
- Reading Practice: Use the text to practice basic reading skills.

Level A2

- Read Aloud: Read the "Water, Magic, and Rainbow" text as a class, with students following along.
- Find Key Words: Work together to find and understand important science words in the text.
- Group Work: In groups, students will answer the questions using short sentences.
- Reading Exercise: Encourage students to read the text on their own for practice.

Level B1

- Class Reading: Read the "Water, Magic, and Rainbow" text together, with students taking turns reading aloud.
- Discuss Vocabulary: Identify and discuss key scientific terms from the text.
- Group Discussion: Divide the class into groups, allowing them to answer the questions with more detailed responses.
- Independent Reading: Students read the text individually and use it to improve their comprehension.

Native Speakers:

- Interactive Reading: Read the "Water, Magic, and Rainbow" text together, with students engaging in discussion during reading.
- Analyze Vocabulary: Together, analyze and define the key scientific terms in the text.
- Group Analysis: Students work in ability-based groups to discuss and answer the questions in depth.
- Advanced Reading: Encourage students to read the text independently and prepare to discuss complex ideas.

Language skill

Reading Skills
Comprehension Skills

Competences for democratic culture

Appreciating differences through diversity around us.

Type of learning Activity	Reading
Learning Outcome	<ul style="list-style-type: none">• I can read and understand mathematical, scientific and technological texts that are used in my everyday life such as encyclopedias, newsletters, websites and any other material.• I can outline the key points by identifying the most important words, phrases, and sentences.
Objective (Link to Curriculum and/or European frameworks)	Science

Educators Resources

TASK 1

Title: Water, Colours, and the Magical Rainbow Comprehension

Hello there, young scientists! Today, we're going to dive into the colourful world of water and rainbows. You see, water can be more amazing than you might think, and it's responsible for creating those beautiful rainbows you sometimes see in the sky.

Water's Magic Trick: Refraction

Water is pretty special because it can make light do some really cool things. One of the tricks water plays with light is called "refraction." Imagine light as a beam of tiny, colourful soldiers marching in a straight line. When these little soldiers meet water, they start to bend, or as we say, they "refract."

Colours in Light

Light is actually made up of different colours, just like a rainbow. You might have heard of these colours: red, orange, yellow, green, blue, indigo, and violet. Together, they form a beautiful rainbow. Each colour has its own special place in the rainbow, and you can remember them with the word "ROYGBIV."

Creating Rainbows

Now, here's where the magic happens! When light goes into a water droplet (like a tiny, round drop of water in the air), it slows down and bends. This bending is different for each colour in the light, and it spreads them out. This separation of colours is like a secret code that water unlocks. It makes the colours spread out in a circle, creating a circle of colours - a rainbow!

Seeing Rainbows in the Sky



You've probably seen rainbows after a rainstorm, right? That's because the raindrops in the air act like tiny prisms, splitting sunlight into its beautiful rainbow colours. When sunlight shines into raindrops and bends, it creates a circle of colours in the sky. That's the rainbow! It's like a magic painting made by water and light.

Double Rainbows

Sometimes, if you look closely, you might even see a second, fainter rainbow above the first one. This is called a "double rainbow." It happens because the light goes through the raindrop twice, creating two circles of colours.

So, What's the Deal with Colours and Water?

In a nutshell, water is like a magician that makes light bend and spread into beautiful colours, creating the rainbow we all love. So next time you see a rainbow, remember the secret recipe: sunlight, raindrops, and a touch of magic from water.

Keep exploring the world around you, young scientists, and you'll discover even more amazing things about how our world works. Who knows what other secrets nature has in store for you to uncover? Happy rainbow hunting!  

Questions

A1:

1. What is the title of the text?
2. What is the main topic of the text?
3. Can you find the word "rainbow" in the text? What does it mean?
4. Why does water make light do cool things?
5. What are some colours in the rainbow?

A2:

1. Describe what happens to light when it enters a water droplet. Use your own words.
2. Explain the concept of "refraction" in your own words.
3. How does a rainbow form in the sky? Can you list the colours in a rainbow?
4. Why might you see a double rainbow sometimes?
5. What is the role of raindrops in creating a rainbow?

B1 Level Questions:

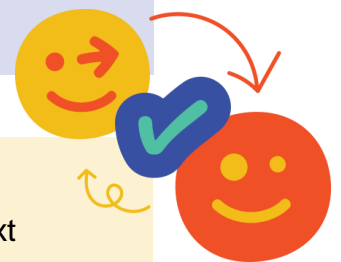
1. What is the main idea of the text "Water, Colours, and the Magical Rainbow"?
2. What is refraction, and how does it happen according to the text?
3. List the colours that make up a rainbow, as mentioned in the text.
4. The text mentions the word "indigo." Can you explain where this colour falls in the rainbow spectrum and what it looks like?
5. Explain how a rainbow is formed in the sky after a rainstorm.
6. What is a double rainbow, and how does it form?
7. Why do the different colours in light bend differently when they pass through a water droplet?
8. What does the text compare light to, when explaining refraction?

Native Speaker Questions:

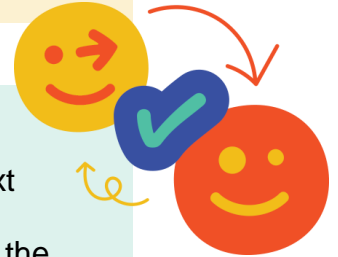
1. In the text, it mentions that light is like "a beam of tiny, colourful soldiers." Can you explain this metaphor in more detail?
2. Summarize how water contributes to the formation of a rainbow, as explained in the text.
3. Describe the process of refraction and how it leads to the creation of a rainbow.
4. Explore the scientific principles behind refraction and the dispersion of light in more depth.
5. The text mentions "ROYGBIV." What does this term represent, and why is it important in understanding rainbows?
6. How do raindrops act like prisms in the formation of a rainbow, according to the text?
7. What causes a double rainbow, and why is the second rainbow fainter than the first?
8. In your own words, explain why water is described as a magician in the text.
9. What do you think the author means by "a secret code that water unlocks" when describing the formation of a rainbow?

Students Information

<p>ML.SL.6, 1.1</p> <p>Teacher Station Collaborative Station Independent Station</p>	<ol style="list-style-type: none"> 1. We will read the "Water, Magic, and Rainbow" text together. 2. We will find and say important science words together. 3. In small groups, answer the easy questions with help. <ul style="list-style-type: none"> - What is the title of the text? - What is the main topic of the text? - Can you find the word "rainbow" in the text? What does it mean? - Why does water make light do cool things? - What are some colours in the rainbow? 4. Practice reading the text by yourself.
<p>ML.SL.6, 1.1</p> <p>Teacher Station Collaborative Station Independent Station</p>	<ol style="list-style-type: none"> 1. Let's read the "Water, Magic, and Rainbow" text together. 2. We will look for and understand important science words. 3. In groups, answer the questions using short sentences. <ul style="list-style-type: none"> - Describe what happens to light when it enters a water droplet. Use your own words. - Explain the concept of "refraction" in your own words. - How does a rainbow form in the sky? Can you list the colours in a rainbow? - Why might you see a double rainbow sometimes? - What is the role of raindrops in creating a rainbow? 4. Read the text on your own for practice.
<p>ML.SL.6, 1.1</p> <p>Teacher Station Collaborative Station Independent Station</p>	<p>Level B1</p> <ol style="list-style-type: none"> 1. We will read the "Water, Magic, and Rainbow" text together. Some students will read aloud. 2. Let's find and talk about the important science words. 3. In groups, answer the questions using longer sentences. <ul style="list-style-type: none"> • What is the main idea of the text "Water, Colours, and the Magical Rainbow"? • What is refraction, and how does it happen according to the text? • List the colours that make up a rainbow, as mentioned in the text. • The text mentions the word "indigo." Can you explain where this colour falls in the rainbow spectrum and what it looks like? • Explain how a rainbow is formed in the sky after a rainstorm.



- What is a double rainbow, and how does it form?
 - Why do the different colours in light bend differently when they pass through a water droplet?
 - What does the text compare light to, when explaining refraction?
4. Read the text by yourself and think about what it means.



ML.SL.6, 1.1

Teacher Station
Collaborative
Station
Independent
Station

Native Speakers:

1. We will read the "Water, Magic, and Rainbow" text together and discuss it as we read.
2. Let's identify and define key scientific words from the text.
3. In groups, answer the questions with detailed answers
 - In the text, it mentions that light is like "a beam of tiny, colourful soldiers." Can you explain this metaphor in more detail?
 - Summarize how water contributes to the formation of a rainbow, as explained in the text.
 - Describe the process of refraction and how it leads to the creation of a rainbow.
 - Explore the scientific principles behind refraction and the dispersion of light in more depth.
 - The text mentions "ROYGBIV." What does this term represent, and why is it important in understanding rainbows?
 - How do raindrops act like prisms in the formation of a rainbow, according to the text?
 - What causes a double rainbow, and why is the second rainbow fainter than the first?
 - In your own words, explain why water is described as a magician in the text.
 - What do you think the author means by "a secret code that water unlocks" when describing the formation of a rainbow?
4. Read the text on your own and be ready to discuss deeper ideas.

Task Two – Rainbow in a Jar Experiment

Description

ML.SL.6, 2.1
ML.SL.6, 2.2
ML.SL.6, 2.3
ML.SL.6, 2.4



Technological Requirements:

- A digital device (computer, tablet, or smartphone) for each student or group of students.
- An internet connection to access the activities.

Link to the

Vocabulary Match Up –

1. A1 – [Creating Rainbow in a Jar Vocabulary A1](#)
2. A2 – [Creating Rainbow in a Jar Vocabulary A2](#)
3. B1 – [Creating Rainbow in a Jar Vocabulary B1](#)
4. Native Speaker – [Creating Rainbow in a Jar Vocabulary NS](#)

Experiment - Rainbow in a Jar

- To demonstrate how different colours can be created by mixing liquids with different densities, mimicking the process of light dispersion in a rainbow.

Materials:

1. Clear glass or plastic jar or container
2. Water
3. Light corn syrup (clear)
4. Vegetable oil
5. Food colouring (red, blue, and yellow)
6. A small spoon or pipette for adding liquids.

Procedure:

1. Fill the clear jar about one-third (1/3) full with light corn syrup. This will represent the first layer of your rainbow.
2. Carefully pour an equal amount of water on top of the corn syrup. You can use a spoon or pipette to help you gently add the water so that it forms a distinct layer without mixing with the corn syrup. This will be the second layer.
3. Now, add an equal amount of vegetable oil on top of the water, again using a spoon or pipette to avoid mixing. This represents the third layer.
4. In separate containers, mix a few drops of each primary colour food colouring to create three separate colours: red, blue, and yellow.
5. Carefully add a few drops of red food colouring to the top layer (the vegetable oil), a few drops of blue food colouring to the middle layer (the water), and a few drops of yellow food colouring to the bottom layer (the corn syrup).
6. Observe what happens. The food colouring will slowly travel down through the layers, creating distinct bands of colours within the jar, just like the colours in a rainbow.
7. Here are some other links to other rainbow experiments
<https://www.sciencebuddies.org/blog/science-class-rainbow-experiments>

A1 Level

1. Introduction to the Activity: Start by discussing the experiment as a class. Ask students to describe what they saw in simple terms. Use prompts like "What did we do today?" or "What did we put in the jar?"
2. Introduce Key Vocabulary: Present the key vocabulary words one by one: colour, rainbow, jar, liquid, mix. Show pictures or use real-life objects to demonstrate each word. For example: Hold up a jar and say, "This is a jar. We used a jar in our experiment."
3. Visual Aids and Demonstrations: Display a Picture: Show a picture of the completed "Rainbow in a Jar" experiment. Point to each layer and name the colours aloud with the class.
4. Guided Vocabulary Activity: Provide students with the link to the [Creating Rainbow in a Jar Vocabulary A1](#). Ask them to write the words below the picture. Model the Activity: Demonstrate how to match a word to the correct picture (e.g., drag the word "jar" to a picture of a jar). Do this a few times as a whole class before letting students try on their own.
5. Guided Question Activity
 - What colours did you see in the jar?
 - Why do you think the colors stayed in layers?
6. Draw the Rainbow. Ask students to draw the rainbow they saw in the jar. Model how to draw the layers if needed.
7. Review – ask volunteers to share their drawings and the colours they say. Then explain the concept to the question - Why do you think the colors stayed in layers? Guide students to understand that different liquids don't mix because they are different densities. Use simple terms and compare it to other things they know (e.g., oil and water don't mix) Remember: The colors stayed in layers because they are different!

A2 Level

1. Introduction to the Activity: Start by discussing the experiment as a class. Ask students to describe what they saw in simple terms. Use prompts like "What did we do today?" or "What did we put in the jar?"
2. Introduce Key Vocabulary: Present the key vocabulary words one by one: density, layers, predict, observation, liquid. Show pictures or use real-life objects to demonstrate each word.
3. Visual Aids and Demonstrations: Display a Picture: Show a picture of the completed "Rainbow in a Jar" experiment. Point to each layer and name the colours aloud with the class.
4. Guided Vocabulary Activity: Provide students with the link to the [Creating Rainbow in a Jar Vocabulary A2](#). Ask them to write the words below the picture. Model the Activity: Demonstrate how to match a word to the correct picture (e.g., drag the word "jar" to a picture of a jar). Do this a few times as a whole class before letting students try on their own.
5. Guided Question Activity
 - Describe the colours you saw in the jar?
 - Which liquid was on the bottom/top? Why?
 - What colours did you see in the jar?
 - Why do you think the colors stayed in layers?
 - What do you think would happen if you added more liquid?
 - Predict what would happen if you used different liquids

6. Draw the Rainbow. Ask students to draw the rainbow they saw in the jar. Write a few sentences on the guided question activity.
7. Review – ask volunteers to share their drawings and the colours they say. Then explain the concept to the question - Why do you think the colors stayed in layers? Guide students to understand that different liquids don't mix because they are different densities. Use simple terms and compare it to other things they know (e.g., oil and water don't mix). Remember: The different densities of the liquids caused them to form layers!

B1 Level

1. Introduction to the Activity: Start by discussing the experiment as a class. They will then answer questions that require them to explain their observations in more detail, such as, "How does the density of each liquid affect its position in the jar?" and "How does this experiment relate to a real rainbow?"
2. Ask students to describe what they saw in simple terms. Use prompts like "What did we do today?" or "What did we put in the jar?"
3. Introduce Key Vocabulary: Present the key vocabulary words one by one: refraction, dispersion, density, observation, prediction. Show pictures or use real-life objects to demonstrate each word.
4. Visual Aids and Demonstrations: Display a Picture: Show a picture of the completed "Rainbow in a Jar" experiment. Point to each layer and name the colours aloud with the class.
5. Guided Vocabulary Activity: Provide students with the link to the [Creating Rainbow in a Jar Vocabulary B1](#). Ask them to write the words below the picture. Model the Activity: Demonstrate how to match a word to the correct picture (e.g., drag the word "jar" to a picture of a jar). Do this a few times as a whole class before letting students try on their own.
6. Guided Question Activity
 - Describe the colours you saw in the jar?
 - Which liquid was on the bottom/top? Why?
 - What colours did you see in the jar?
 - Why do you think the colors stayed in layers?
 - What do you think would happen if you added more liquid?
 - Predict what would happen if you used different liquids
 - How does the density of the liquids determine their order in the jar?
 - How does this experiment help us understand how a rainbow forms in the sky?
7. Draw the Rainbow. Ask students to draw the rainbow they saw in the jar. Write a paragraph on the guided question activity.
8. Review – ask volunteers to share their drawings and the colours they say. Then explain the concept to the question - Why do you think the colors stayed in layers? Guide students to understand that different liquids don't mix because they are different densities. Use simple terms and compare it to other things they know (e.g., oil and water don't mix).

NS Level

1. Introduction to the Activity: Start by discussing the experiment as a class. They will then answer questions that require them to explain their

- observations in more detail, such as, "How does the density of each liquid affect its position in the jar?" and "How does this experiment relate to a real rainbow?"
2. Ask students to describe what they saw so as to connect the experiment to natural phenomena such as rainbows and discuss how their predictions compared with the actual results.
 3. Introduce Key Vocabulary: Present the key vocabulary words one by one: refraction, dispersion, density gradient, predictive analysis, optics. Show pictures or use real-life objects to demonstrate each word.
 4. Guided Vocabulary Activity: Provide students with the link to the [Creating Rainbow in a Jar Vocabulary NS](#). Ask them to write the drag the words to the correct definition.
 5. Guided Question Activity
 - Describe the colours you saw in the jar?
 - How does the density of the liquids determine their order in the jar?
 - How does this experiment help us understand how a rainbow forms in the sky?
 - Analyze the results of the experiment: why did the layers form as they did?
 - Predict what would happen if you used different liquids
 - Discuss how the concept of density relates to the movement of liquids in the jar.
 - Explain how this experiment illustrates the process of light refraction in raindrops.
 - How does this experiment model the formation of a rainbow in nature?
 - What scientific principles can you apply from this experiment to understand rainbows better?
 6. Draw the Rainbow. Ask students to draw the rainbow they saw in the jar. Write a paragraph on the guided question activity.
 7. Review – ask volunteers to share their drawings and the colours they say. Then explain the concept to the question - Why do you think the colors stayed in layers? Guide students to understand that different liquids don't mix because they are different densities. Use simple terms and compare it to other things they know (e.g., oil and water don't mix).

Language skill	Observation and Description
Competences for democratic culture	Appreciate differences around us
Type of learning Activity	<ul style="list-style-type: none"> • Speech, using grammar and literature in everyday life. • Vocabulary and scientific literacy
Learning Outcome	<ul style="list-style-type: none"> • I follow the ongoing discussion, even when technological methods are being used, I compare and give my ideas and opinions, whilst understanding the outcome of the discussion. • I am learning scientific vocabulary and methods of observation



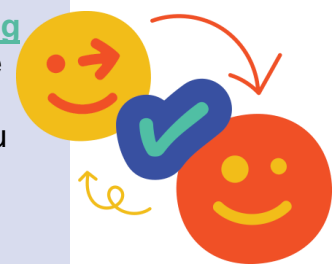
**Objective
(Link to
Curriculum
and/or
European
frameworks)**

English language syllabus

Student Instructions

<p>ML.SL.6</p> <p>Code 2.1, 2.2, 2.3, 2.4</p> <p>Teacher station Technology Station Independent Station</p>	<ol style="list-style-type: none"> Follow the experiment being carried out in class. Ask questions such as <ul style="list-style-type: none"> What did you see? What did the teacher put into the jar? The teacher will be introducing you to new key vocabulary. These are colour, rainbow, jar, liquid, mix. When the teacher tells you click on the link Creating Rainbow in a Jar Vocabulary A1. Write down the words below the correct picture. Answer these questions here below about what you saw <ul style="list-style-type: none"> What colours did you see in the jar? Did the colours mix? Why do you think the colors stayed in layers? Draw the rainbow you saw in the jar. Write the different colours you saw.
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<p>ML.SL.6</p> <p>Code 2.1, 2.2, 2.3, 2.4</p> <p>Teacher station Technology Station Independent Station</p>	<ol style="list-style-type: none"> Follow the experiment being carried out in class. Ask questions such as <ul style="list-style-type: none"> What did you see? What did we do today? What did we put in the jar? The teacher will be introducing you to new key vocabulary. These are: density, layers, predict, observation, liquid. When the teacher tells you click on the link Creating Rainbow in a Jar Vocabulary A2. Write down the words below the correct picture. Answer these questions here below about what you saw <ul style="list-style-type: none"> Describe the colours you saw in the jar? Which liquid was on the bottom/top? Why? Why do you think the colors stayed in layers? What do you think would happen if you added more liquid? Predict what would happen if you used different liquids Draw the rainbow you saw in the jar. Write a few sentences on the guided questions activity.
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<p>ML.SL.6</p>	
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Code 2.1, 2.2, 2.3,
2.4

Teacher station
Technology Station
Independent Station

1. Follow the experiment being carried out in class. Ask questions such as
 - What did you see?
 - What did we do today?
 - What did we put in the jar?
 - How does the density of each liquid affect its position in the jar?
 - How does this experiment relate to a real rainbow?
2. The teacher will be introducing you to new key vocabulary. These are: refraction, dispersion, density, observation, prediction.
3. When the teacher tells you click on the link [Creating Rainbow in a Jar Vocabulary B1](#). Write down the words below the correct picture.
4. Answer these questions here below about what you saw
 - Describe the colours you saw in the jar?
 - Which liquid was on the bottom/top? Why?
 - Why do you think the colors stayed in layers?
 - What do you think would happen if you added more liquid?
 - Predict what would happen if you used different liquids
 - How does the density of the liquids determine their order in the jar?
 - How does this experiment help us understand how a rainbow forms in the sky?
5. Draw the rainbow you saw in the jar. Write a paragraph on the guided question activity.

ML.SL.6

Code 2.1, 2.2,
2.3, 2.4

Teacher station
Technology
Station
Independent
Station

1. Follow the experiment being carried out in class. Ask questions such as
 - What did you see?
 - What did we do today?
 - What did we put in the jar?
 - How does the density of each liquid affect its position in the jar?
 - How does this experiment relate to a real rainbow?
2. The teacher will be introducing you to new key vocabulary. These are: refraction, dispersion, density gradient, predictive analysis, optics.
3. When the teacher tells you click on the link [Creating Rainbow in a Jar Vocabulary NS](#). Write down the words below the correct picture.
4. Answer these questions here below about what you saw

- Describe the colours you saw in the jar?
 - Why do you think the colors stayed in layers?
 - What do you think would happen if you added more liquid?
 - Predict what would happen if you used different liquids
 - How does the density of the liquids determine their order in the jar? Discuss how the concept of density relates to the movement of liquids in the jar.
 - How does this experiment help us understand how a rainbow forms in the sky?
 - Explain how this experiment illustrates the process of light refraction in raindrops.
 - What scientific principles can you apply from this experiment to understand rainbows better?
5. Draw the rainbow you saw in the jar. Write a paragraph on the guided question activity.

TASK TWO - "Creating a Rainbow in a Jar"

Vocabulary for Different Language Levels

A1 (Beginner)

English:	English:
<ul style="list-style-type: none"> ○ Jar ○ Water ○ Oil ○ Colour ○ Layer ○ Spoon ○ Red ○ Blue ○ Yellow 	<ol style="list-style-type: none"> 1. What did you see in the jar? 2. What colours did you add to the jar? 3. Did the colours mix or stay in layers? 4. Which colour did you like the most?

A2 (Elementary)

English:	English:
<ol style="list-style-type: none"> 1. Container 2. Liquid 3. Mix 4. Separate 5. Primary colour 6. Food colouring 7. Observe 8. Travel 	<ol style="list-style-type: none"> 1. Can you describe what happened when you added the water to the jar? 2. Why did the colours stay in separate layers? 3. What did you think would happen before you did the experiment? 4. How did the colours move in the jar?

B1 (Intermediate)

English:	English:
<ul style="list-style-type: none"> - Density - Dispersion - Refraction - Distinct - Predict - Experiment - Process - Represent 	<ol style="list-style-type: none"> 1. Explain why the different liquids did not mix together. 2. How does this experiment show the concept of density? 3. Why is this experiment similar to how a rainbow forms in the sky? 4. What did you learn about the movement of colours through the layers?

B2 (Native Speakers)

English:	English:

<ul style="list-style-type: none">- Mimic- Primary colours- Different densities- Formation- Scientific principles- Light dispersion- Raindrop refraction- Hands-on learning	<ol style="list-style-type: none">1. Discuss the scientific principles that explain why the layers of liquids do not mix.2. How does the movement of food colouring through different densities mimic light dispersion in a rainbow?3. Why is it important to understand the concept of refraction and density when studying rainbows?4. Can you think of other experiments that demonstrate similar scientific concepts? Explain one.
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Rainbow in a Jar activity.

A1 Level:

Observation Sheet:

1. What did you see in the jar?
2. How many colours did you see?
3. What did you add first to the jar?
4. What did you add last?
5. Did the colours mix together?

Worksheet:

1. Draw what you see in the jar.
2. Circle the colours you see: () red () blue () yellow
3. Match the picture to the words:
 - () water
 - () vegetable oil
 - () corn syrup

A2 Level:

Observation Sheet:

1. Describe what happened when you added the food colouring to the jar.
2. What do you think would happen if you added more drops of food colouring?

3. Why do you think the liquids didn't mix together?
4. How did the layers look before and after adding the food colouring?

Worksheet:

1. Label the layers in the jar: corn syrup, water, vegetable oil.
2. Write a sentence explaining why you think the colours stayed separate.
3. Predict what would happen if you added the food colouring in a different order.

B1 Level:

Observation Sheet:

1. Explain why you think the food colouring moved through the different layers.
2. Describe the pattern of colours you observed in the jar.
3. How does this experiment relate to the formation of a rainbow?
4. What do you think would happen if you changed the order of the liquids?

Worksheet:

1. Write a paragraph summarizing the experiment and its results.
2. Compare the density of corn syrup, water, and vegetable oil.
3. Propose another experiment you could do with the same materials.

B2 Level:

Observation Sheet:

1. Analyse the role of density in this experiment.
2. Discuss the similarities and differences between the colours in the jar and the colours in a rainbow.
3. Evaluate the effectiveness of this experiment in demonstrating the concept of light dispersion.

Worksheet:

1. Design an alternative method for creating a rainbow in a jar using different materials.
2. Research and explain the scientific principles behind light dispersion and how it relates to rainbows.
3. Reflect on how you could modify this experiment to make it more challenging or engaging for older students.

Task Three– Vocabulary Match Up

Description

ML.SL.6, 3.1

Technological Requirements:

- A digital device (computer, tablet, or smartphone) for each student or group of students.
- An internet connection to access the activities.

Link to the

Vocabulary Match Up –

1. A1 – [Vocabulary Match Up](#)
2. A2 – [Vocabulary Match Up](#)
3. B1 - [Vocabulary Match Up](#)
4. Native Speaker – [Vocabulary Match Up](#)

A1 Level

1. Begin with a brief discussion about the experiment the students conducted. Ask them to recall any words they remember from the experiment.
2. Introduce the new vocabulary words by explaining them in simple terms, using visuals or real-life examples to reinforce understanding.
3. Vocabulary Match-Up Activity: Students are then asked to click on the [Vocabulary Match Up](#) link. Here one finds the words and the definitions. Students are to drag the word to match its correct definition.
4. Encourage students to say the words out loud and read the definitions to help reinforce their memory.
5. Offer hints or prompts if students are struggling, such as providing examples of how the words were used during the experiment.
6. After completing the match-up activity, review the words as a class. Discuss how each word relates to the experiment they observed.

A2 Level

1. Start with a discussion about the experiment, asking students to describe what they observed and what words they remember hearing.
2. Introduce the vocabulary words by connecting them to the experiment, using simple explanations and examples from the experiment.
3. Vocabulary Match-Up Activity: Students are then asked to click on the [Vocabulary Match Up](#) link. Here one finds the words and the definitions. Students are to drag the word to match its correct definition.
4. Encourage students to think about what each word means and how it relates to what they saw in the experiment.
5. Give examples of each word in a sentence, using contexts they are familiar with from the experiment.
6. After the match-up activity, review the words as a class. Ask students to explain how each word was relevant to the experiment.

B1 Level

1. Start with an in-depth discussion about the experiment, encouraging students to describe processes and outcomes using their own words.
2. Introduce the vocabulary words by discussing their meanings in the context of the experiment, using more detailed explanations and examples.

3. Vocabulary Match-Up Activity: Students are then asked to click on [Vocabulary Match Up](#) link. Here one finds the words and the definitions. Students are to drag the word to match its correct definition.
4. Encourage students to analyse each definition carefully and think about how it relates to what they observed in the experiment.
5. Discuss any words that might have multiple meanings or are commonly confused with other terms.
6. After completing the match-up activity, engage students in a discussion about the vocabulary, asking them to explain how each word was relevant to the experiment.

Native Speaker Level

1. Begin with an in-depth discussion of the experiment, encouraging students to articulate their observations and hypotheses using sophisticated language.
2. Introduce the vocabulary words by delving into their meanings, nuances, and relevance to the experiment. Encourage students to ask questions about any unfamiliar terms.
3. Vocabulary Match-Up Activity: Students are then asked to click on the [Vocabulary Match Up](#) link. Here one finds the words and the definitions. Students are to drag the word to match its correct definition
4. Encourage students to think critically about each term's definition and how it applies to what they observed in the experiment.
5. Facilitate discussions about any ambiguous or complex terms, exploring their different contexts or uses.
6. After the match-up activity, have students discuss the vocabulary in pairs or small groups, using the words to explain the experiment's outcomes and processes.

Language skill	Vocabulary
Competences for democratic culture	XXX
Type of learning Activity	Vocabulary
Learning Outcome	<ul style="list-style-type: none"> • Using mathematical, scientific and technological language in my everyday speech • Students will learn and match basic scientific vocabulary words to their simple definitions, focusing on words they have encountered during a classroom experiment.
Objective (Link to Curriculum and/or European frameworks)	English Language Curriculum

Educators Resources

A1 Level:

Word	Definition
1. Red	a. A colour like the colour of blood or a ripe tomato.
2. Blue	b. A colour like the colour of the sky on a clear day.
3. Yellow	c. A colour like the colour of ripe lemons or sunflowers.
4. Water	d. A clear liquid that forms the seas, rivers, and rain and is the basis of the fluids of living organisms.
5. Jar	e. A wide-mouthed, cylindrical container made of glass or pottery, especially one used for storing food.
6. Rainbow	f. A circle of different colours in the sky after the rain.
7. Density	g. How heavy or light something is.
8. Layer	h. Something that is flat and on top of something else.
9. Liquid	i. Something that is not a solid or a gas and can be poured.
10. Colour	j. The way something looks, like red, blue, or green.

A2 Level:

Word	Definition
1. Vibrant	a. Full of energy and enthusiasm
2. Transparent	b. Allowing light to pass through so that objects behind can be distinctly seen.
3. Density	c. The degree of compactness of a substance.
4. Arrangement	d. The way in which things are organized or ordered.
5. Interact	e. Act in such a way as to have an effect on each other.
6. Observe	f. Notice or perceive something and register it as being significant.
7. Refraction	g. When light bends as it passes through different materials like water
8. Dispersion	h. The process of spreading or separating something into its different parts.
9. Observation	i. Paying close attention to something and watching it carefully.
10. Interaction	j. When things affect or change each other by being near or touching
11. Hypothesis	k. An idea or guess about something that can be tested to see if it's true.

B1 Level:

Word	Definition
1. Dispersion	a. The spreading of something more widely.
2. Refraction	b. The bending of light as it passes from one medium to another.
3. Formation	c. The action of forming or process of being formed.
4. Concentration	d. The action or power of focusing one's attention or mental effort.
5. Spectrum	e. A band of colours, as seen in a rainbow, produced by separation of the components of light by their different degrees of refraction according to wavelength.

6. Translucent	f. Allowing light, but not detailed images, to pass through; semitransparent.
7. Convection	g. The transfer of heat through a fluid (liquid or gas) caused by molecular motion.
8. Evaporation	h. The process of turning from liquid into vapor.
9. Condensation	i. The conversion of a vapor or gas to a liquid.
10. Prism	j. A transparent object, typically made of glass, that refracts light and separates it into its constituent colours.
11. Spectral	k. Relating to or produced by a spectrum.

Native Speaker:

Word	Definition
1. Incandescent	a. Emitting light as a result of being heated.
2. Optical	b. Relating to sight or vision.
3. Infrared	c. Electromagnetic radiation with wavelengths longer than those of visible light, but shorter than those of radio waves.
4. Ultraviolet	d. Electromagnetic radiation with wavelengths shorter than those of visible light, but longer than those of X-rays.
5. Iridescence	e. The phenomenon of certain surfaces that appear to change color as the angle of view or the angle of illumination changes.
6. Intricate	f. Very complicated or detailed.
7. Luminous	g. Emitting or reflecting light, shining, or glowing.
8. Convergence	h. The process or state of converging.
9. Phenomenon	i. A fact or situation that is observed to exist or happen, especially one whose cause or explanation is in question.
10. Radiance	j. The quality or state of being radiant; brightness.
11. Emanate	k. Issue or spread out from a source.

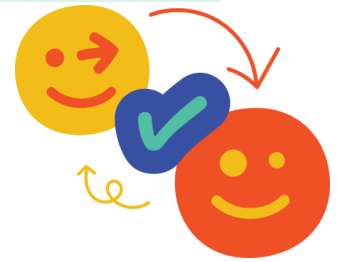
Other words

1. Refraction	a. A circle of colours formed by the bending of light in water droplets
2. Prism	b. A second, fainter rainbow above the main rainbow
3. Spectrum	c. The bending of light when it passes through water or glass.
4. Double Rainbow	d. A seven-colour range of light, including red, orange, yellow, green, blue, indigo, and violet

Student Resources

<p>ML.SL.6, Code 3.1</p> <p>Teacher Station Technology Station Independent Station</p>	<p>A1 Level</p> <ul style="list-style-type: none">• Discuss with the teacher the experiment that was conducted to create a Rainbow. Do you remember any words that we used in the experiment?• After the teacher explains the vocabulary words, you are going to click on the Vocabulary Match Up link.• In this link you will find the definition of the word, and you need to drag the word to the correct definition.• Read the words with their definition out loud• Review the words in class with your teacher.
<p>ML.SL.6, Code 3.1</p> <p>Teacher Station Technology Station Independent Station</p>	<p>A2 Level</p> <ul style="list-style-type: none">• Discuss with the teacher the experiment that was conducted in class. Do you remember any words that we used in the experiment? Describe what you observed.• After the teacher explains the vocabulary words, you are going to click on the Vocabulary Match Up link.• In this link you will find the definition of the word, and you need to drag the word to the correct definition.• Read the words with their definition out loud• Review the words in class with your teacher.
<p>ML.SL.6, Code 3.1</p> <p>Teacher Station Technology Station Independent Station</p>	<p>B1 Level</p> <ul style="list-style-type: none">• Discuss with the teacher the experiment that was conducted in class. Do you remember any words that we used in the experiment? Describe what you observed.• After the teacher explains the vocabulary words, you are going to click on the Vocabulary Match Up link.• In this link you will find the definition of the word, and you need to drag the word to the correct definition.• Read the words with their definition out loud• Review the words in class with your teacher.
<p>ML.SL.6, Code 3.1</p> <p>Teacher Station Technology Station Independent Station</p>	<p>B1 Level</p> <ul style="list-style-type: none">• Discuss with the teacher the experiment that was conducted in class. Do you remember any words that we used in the experiment? Describe what you observed.• After the teacher explains the vocabulary words, you are going to click on the Vocabulary Match Up link.• In this link you will find the definition of the word, and you need to drag the word to the correct definition.• Read the words with their definition out loud

- Review the words in class with your teacher.



Task Four

Description ML.SL.6, 4.1

Creative Writing: Imagine you are a drop of water that has just fallen from the sky and is about to create a rainbow. Write a short story about your adventure from the sky to the ground, describing the colours you encounter and the magic of becoming part of a rainbow. Guiding questions are provided according to the student competency level.

A1 Learners:

Directions: Imagine you are a raindrop. Write a short story about your journey to create a rainbow. Use simple sentences and basic vocabulary.

Guiding Questions:

- Where did you start your journey?
- How did you feel as you fell from the sky?
- What colours did you see on your way down?
- What happened when you touched the ground?
- How did you become part of a rainbow?

A2 Learners:

Directions: Put yourself in the shoes of a raindrop. Write a story describing your adventure as you fall from the sky and become part of a rainbow. Use more complex sentences and a slightly wider vocabulary.

Guiding Questions:

- Describe the sky where you began your journey.
- How did you feel as you descended from the clouds?
- What were the various colours you encountered on your way down?
- Explain the magical moment when you contributed to the creation of a rainbow.
- How did you and your rainbow friends make people smile?

For B1 Learners:

Directions: Imagine yourself as a raindrop with a story to tell. Write a narrative about your journey from the sky to the ground, emphasizing the colours you encountered and the enchantment of forming a rainbow. Use descriptive language and more advanced vocabulary.

Guiding Questions:

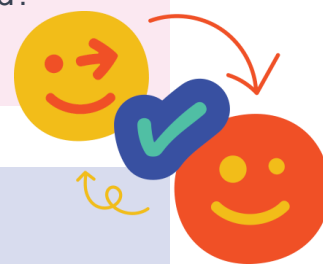
- Paint a vivid picture of the sky you fell from. What did it look like?
- How did you experience the sensation of falling through the air?
- Detail the spectrum of colours you saw during your descent.
- Describe the moment you joined the other raindrops to create a rainbow. How did it feel?
- Reflect on the joy and wonder you brought to people when they saw your rainbow.

For Native Speakers:

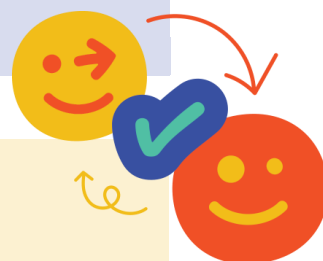
	<p><i>Directions:</i> Write a creative and descriptive narrative from the perspective of a raindrop on its journey to form a rainbow. Use imaginative language and literary techniques to convey the beauty and magic of the experience.</p> <p><i>Guiding Questions:</i></p> <ul style="list-style-type: none"> • Create a rich sensory description of the sky you fell from. • Use metaphors or personification to express your feelings during your descent. • Develop a nuanced portrayal of the colours you encountered as you fell. • Dive into the enchanting moment when you contributed to the formation of the rainbow. • Reflect on the emotional impact and significance of your rainbow on the world below.
Language skill	Creative Writing
Competences for democratic culture	XXX
Type of learning Activity	Creative writing
Learning Outcome	<ul style="list-style-type: none"> • I can write or continue writing a fictious story of between 140 and 200 words on characters, places or stories.
Objective (Link to Curriculum and/or European frameworks)	English Language Syllabus –

Student Resources

<p>ML.SL.6, Code 4.1</p> <p>Teacher station Independent Station</p>	<p>Instructions</p> <ol style="list-style-type: none"> 1. You are going to write a short story using simple sentences and basic vocabulary. 2. This is what you are going to write about - <i>Imagine you are a raindrop. Write a short story about your journey to create a rainbow.</i> 3. Here are some guiding questions to help you write your story. <ul style="list-style-type: none"> • Where did you start your journey? • How did you feel as you fell from the sky? • What colours did you see on your way down? • What happened when you touched the ground? • How did you become part of a rainbow?
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<p>ML.SL.6, Code 4.1</p> <p>Teacher station Independent Station</p>	<p>Instructions</p> <ol style="list-style-type: none"> 1. You are going to write a short story. 2. This is what you are going to write about - <i>Put yourself in the shoes of a raindrop. Write a story describing your adventure as you fall from the sky and become part of a rainbow.</i> 3. Here are some guiding questions to help you write your story <ul style="list-style-type: none"> • Describe the sky where you began your journey. • How did you feel as you descended from the clouds? • What were the various colours you encountered on your way down? • Explain the magical moment when you contributed to the creation of a rainbow. • How did you and your rainbow friends make people smile?
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<p>ML.SL.6, Code 4.1</p> <p>Teacher station Independent Station</p>	<p>Instructions</p> <ol style="list-style-type: none"> 1. You are going to write a short story using descriptive language. 2. This is what you are going to write about - <i>Imagine yourself as a raindrop with a story to tell. Write a narrative about your journey from the sky to the ground, emphasizing</i>
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the colours you encountered and the enchantment of forming a rainbow.

3. Here are some guiding questions to help you write your story
 - Paint a vivid picture of the sky you fell from. What did it look like?
 - How did you experience the sensation of falling through the air?
 - Detail the spectrum of colours you saw during your descent.
 - Describe the moment you joined the other raindrops to create a rainbow. How did it feel?
 - Reflect on the joy and wonder you brought to people when they saw your rainbow.



Instructions

1. You are going to write a short story using descriptive language.
2. This is what you are going to write about - ***Write a creative and descriptive narrative from the perspective of a raindrop on its journey to form a rainbow. Use imaginative language and literary techniques to convey the beauty and magic of the experience.***
3. Here are some guiding questions to help you write your
 - Create a rich sensory description of the sky you fell from.
 - Use metaphors or personification to express your feelings during your descent.
 - Develop a nuanced portrayal of the colours you encountered as you fell.
 - Dive into the enchanting moment when you contributed to the formation of the rainbow.
 - Reflect on the emotional impact and significance of your rainbow on the world below.

ML.SL.6,

Code 4.1

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Task Five – Listening Comprehension – Text 1

Description

ML.SL.5, 5.1

A1 Level

1. Introduction: Briefly introduce the topic of the listening text to activate prior knowledge.
2. Explain that students should listen for important words that tell them who, what, when, or where.
3. Listening Activity:
 - Read the text aloud slowly and clearly or play a recorded version.
 - Tell students they will listen to the text twice.
 - After the first listening, ask students to think about what they heard. Then, read or play the text a second time.
4. Questions: Provide students with simple, direct questions about the text
5. Assessment: Collect and review students' answers to ensure they are understanding the main ideas. Discuss the answers as a class, providing support where needed.

A2 Level

1. Introduction: Give students a brief overview of the text's topic to set the context.
2. Encourage them to listen for specific details, such as times, dates, and actions.
3. Listening Activity:
 - Read the text aloud at a natural pace or play a recording. Repeat the text twice.
 - After the first listening, ask students to jot down any key words or ideas they remember. Then, play or read the text a second time.
4. Questions: Provide questions that require students to focus on specific details
5. Assessment: Collect and review the answers, paying attention to students' ability to identify details. Discuss the answers as a class, encouraging students to explain how they found the information in the text.

B1 Level

1. Introduction: Briefly discuss the topic and any challenging vocabulary.
2. Encourage students to listen for the main ideas as well as supporting details.
3. Listening Activity:
 - Play the recording or read the text at a natural pace, repeating it twice.
 - After the first listening, ask students to write down the main idea and any important details they remember. Then, play or read the text a second time.
4. Questions: Provide questions that require students to focus on specific details
5. Assessment: Collect and review the answers, focusing on students' ability to understand both explicit and implicit content. Discuss the answers as a class, asking students to support their answers with evidence from the text.

Native Speaker Level

1. Provide a brief overview of the text's topic and any difficult vocabulary or concepts.

	<ol style="list-style-type: none"> 2. Encourage students to think critically about the text, including the tone, purpose, and implications of what they hear. 3. Listening Activity: <ul style="list-style-type: none"> • Play the recording or read the text at a normal speed. Repeat if necessary, but aim for students to grasp the content on the first listen. • After listening, ask students to jot down key points, ideas, and any questions they have. 4. Questions: Provide questions that require students to focus on specific details 5. Assessment: Collect and review the answers, focusing on students' ability to analyse and interpret the content. Lead a class discussion on the text, encouraging students to share and debate their interpretations.
Language skill	Listening Comprehension
Competences for democratic culture	XXX
Type of learning Activity	Listening Comprehension
Learning Outcome	<ul style="list-style-type: none"> • I will listen to a simple text and answer basic questions focusing on key words and general understanding. • I listen and follow informative text or news even about situations which I have no knowledge about such as environment, culture, current events, biographies and curiosities.
Objective (Link to Curriculum and/or European frameworks)	English Language Syllabus

Rainbow in a Jar – Task Five

Listening Comprehension 1

Paragraph 1: Introduction After a day of rain, when the sun decides to peek through the clouds, something truly magical can happen in the sky. It's a sight that fills your heart with wonder and joy. You might see a colourful arc of light stretching gracefully from one end of the sky to the other. This captivating phenomenon is called a rainbow, and it's like nature's very own artwork.

Paragraph 2: How Rainbows Form Now, let's uncover the secret behind this dazzling spectacle. Rainbows are created when sunlight, that warm and friendly sunshine, decides to have a little dance with raindrops. Yes, raindrops! As sunlight passes through these tiny, sparkling raindrops in the air, it undergoes a special transformation. The light slows down and bends, just a little bit. This magical bending of light is called refraction, and it's what gives us the beautiful colours of a rainbow.

Paragraph 3: A Circle of Colours So, what do you see when all this magic happens? You see a circle of colours, each with its own special place, just like pieces of a jigsaw puzzle. You can probably name some of these colours: red, orange, yellow, green, blue, indigo, and violet. Together, they form a stunning and harmonious rainbow. Each colour has a unique spot in the rainbow, and when they all come together, it's a breathtaking sight.

Paragraph 4: Nature's Masterpiece Rainbows are like nature's way of showing off its artistry. They remind us of the beauty that surrounds us every day, even in the sky above. It's a reminder that science and art can come together to create something truly marvelous. So, next time you spot a rainbow after the rain, take a moment to appreciate this gift from nature, and remember that you're witnessing a little bit of magic in the sky.

Listening Comprehension Questions:

For A1 (Beginner) Level:

1. What is the colourful arc in the sky after a rainy day called?
2. What makes a rainbow appear in the sky?
3. How does sunlight change when it passes through raindrops?
4. Can you name any of the colours found in a rainbow?

For A2 (Elementary) Level:

1. What is the special name for the colourful arc in the sky after it rains?
2. What happens to sunlight when it goes through raindrops?
3. How are the colours in a rainbow arranged?
4. Why is a rainbow described as a "circle of colours"?

For B1 (Intermediate) Level:

1. What is the connection between sunlight and raindrops in creating a rainbow?
2. Explain the process of refraction in the formation of a rainbow.
3. What are the seven colours typically found in a rainbow, and can you name them in order?
4. What does the author mean when they say, "It's a reminder that science and art can come together to create something truly marvelous"?

For Native Speakers

1. Discuss the role of refraction in the formation of rainbows.

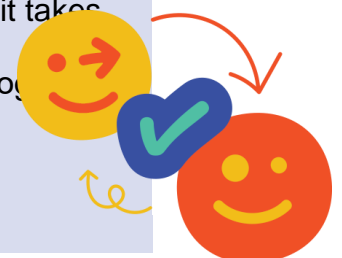


2. Can you explain the arrangement of colours in a rainbow, and why is it described as a "circle of colours"?
3. How does the author connect science and art in describing rainbows as "nature's way of showing off its artistry"?
4. Share your thoughts on the symbolic significance of rainbows in our understanding of the natural world and its beauty.

Student Resources

<p>ML.SL.6,</p> <p>Code, 5.1</p> <p>Teacher Station Independent Station</p>	<p>Instructions</p> <ol style="list-style-type: none"> 1. Listen Carefully: I'm going to read a short story to you (or play a recording). Your job is to listen carefully. Don't worry if you don't understand every word. 2. Pay Attention to Important Words: Listen for key words like who, what, where, and when. These will help you understand the main idea. 3. Listen Twice: You'll hear the story two times. The first time, just listen. The second time, you can think about the important details. 4. Answer the Questions: After listening, you have some simple questions about the story. These might be about what happened, who the story is about, or where it takes place. Write them down on your sheet. 5. Share Your Answers: We'll go over the answers together. <p>Questions</p> <ol style="list-style-type: none"> 1. What is the colourful arc in the sky after a rainy day called? 1. What makes a rainbow appear in the sky? 2. How does sunlight change when it passes through raindrops? 3. Can you name any of the colours found in a rainbow?
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<p>ML.SL.6,</p> <p>Code, 5.1</p> <p>Teacher Station Independent Station</p>	<p>Instructions</p> <ol style="list-style-type: none"> 1. Listen Carefully: I'm going to read a short story to you (or play a recording). Your job is to listen carefully. Don't worry if you don't understand every word. 2. Pay Attention to Important Words: Listen for specific details, like times, places, or actions. These details will help you answer the questions later. 3. Listen Twice: You'll hear the story two times. The first time, just listen. The second time, you can think about the important details. 4. Answer the Questions: After listening, you have some simple questions about the story. These might be about what happened, who the story is about, or where it takes place. Write them down on your sheet. 5. Share Your Answers: We'll go over the answers together. Be ready to explain how you found your answers! <p>Questions</p>
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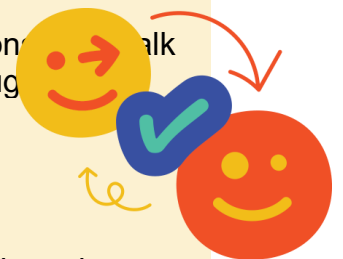


1. What is the special name for the colourful arc in the sky after it rains?
2. What happens to sunlight when it goes through raindrops?
3. How are the colours in a rainbow arranged?
4. Why is a rainbow described as a "circle of colours"?



Instructions

1. Listen Closely: I'm going to read a story (or play a recording). Your job is to listen closely to understand both the main ideas and the details.
2. Think About the Whole Story: Listen for the big ideas as well as the smaller details. Try to understand how everything connects in the story.
3. Listen Twice, Write Key Points: You'll hear the story twice. After the first time, write down any key points you remember. Listen again to catch anything you missed.
4. Answer Thoughtful Questions: I'll ask you some questions that might require more thinking. You might need to figure out the main idea, understand relationships between characters, or guess what might happen next.
5. Discuss Your Ideas: After you answer the questions, talk about them together. Be ready to share your thoughts and explain your answers!



Questions

1. What is the connection between sunlight and raindrops in creating a rainbow?
2. Explain the process of refraction in the formation of a rainbow.
3. What are the seven colours typically found in a rainbow, and can you name them in order?
4. What does the author mean when they say, "It's a reminder that science and art can come together to create something truly marvelous"?



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Instructions

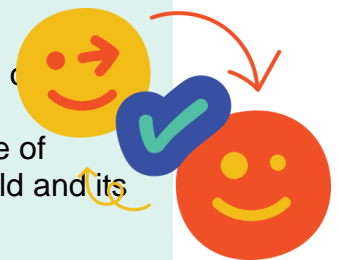
1. Listen and Analyze: I'm going to read a Your job is to listen carefully and think critically about what you hear.
2. Pay Attention to Details and Meaning: Listen not just what happens, but why it happens, how the speaker feels, and what the message of the story might be.

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3. **Take Notes:** You'll hear the story only once (or twice if needed). After listening, write down key points, any questions you have, and anything you think is important.
4. **Answer Analytical Questions:** I'll ask you some challenging questions that require you to think deeply. You might need to figure out the speaker's opinion, identify any hidden messages, or analyze the story's tone.
5. **Share and Debate:** After answering the questions, we'll discuss them as a class. Be ready to explain your thinking, share your ideas, and listen to what others think too!

Questions

1. Discuss the role of refraction in the formation of rainbows.
2. Can you explain the arrangement of colours in a rainbow, and why is it described as a "circle of colours"?
3. How does the author connect science and art in describing rainbows as "nature's way of showing off its artistry"?
4. Share your thoughts on the symbolic significance of rainbows in our understanding of the natural world and its beauty



Task Six – Listening Comprehension – Text 2

Description

ML.SL.6, 6.1

A1 Level

1. Introduction: Briefly introduce the topic of the listening text to activate prior knowledge.
2. Explain that students should listen for important words that tell them who, what, when, or where.
3. Listening Activity:
 - Read the text aloud slowly and clearly or play a recorded version.
 - Tell students they will listen to the text twice.
 - After the first listening, ask students to think about what they heard. Then, read or play the text a second time.
4. Questions: Provide students with simple, direct questions about the text
5. Assessment: Collect and review students' answers to ensure they are understanding the main ideas. Discuss the answers as a class, providing support where needed.

A2 Level

1. Introduction: Give students a brief overview of the text's topic to set the context.
2. Encourage them to listen for specific details, such as times, dates, and actions.
1. Listening Activity:
 - Read the text aloud at a natural pace or play a recording. Repeat the text twice.
 - After the first listening, ask students to jot down any key words or ideas they remember. Then, play or read the text a second time.
2. Questions: Provide questions that require students to focus on specific details
3. Assessment: Collect and review the answers, paying attention to students' ability to identify details. Discuss the answers as a class, encouraging students to explain how they found the information in the text.

B1 Level

1. Introduction: Briefly discuss the topic and any challenging vocabulary.
2. Encourage students to listen for the main ideas as well as supporting details.
3. Listening Activity:
 - Play the recording or read the text at a natural pace, repeating it twice.
 - After the first listening, ask students to write down the main idea and any important details they remember. Then, play or read the text a second time.
4. Questions: Provide questions that require students to focus on specific details
5. Assessment: Collect and review the answers, focusing on students' ability to understand both explicit and implicit content. Discuss the answers as a class, asking students to support their answers with evidence from the text.

Native Speaker Level

	<ol style="list-style-type: none"> 1. Provide a brief overview of the text's topic and any difficult vocabulary or concepts. 2. Encourage students to think critically about the text, including the tone, purpose, and implications of what they hear. 3. Listening Activity: <ul style="list-style-type: none"> • Play the recording or read the text at a normal speed. Repeat if necessary, but aim for students to grasp the content on the first listen. • After listening, ask students to jot down key points, ideas, and any questions they have. 4. Questions: Provide questions that require students to focus on specific details 5. Assessment: Collect and review the answers, focusing on students' ability to analyse and interpret the content. Lead a class discussion on the text, encouraging students to share and debate their interpretations.
Language skill	Listening Comprehension
Competences for democratic culture	XXX
Type of learning Activity	Listening Comprehension
Learning Outcome	<p>I will listen to a simple text and answer basic questions focusing on key words and general understanding.</p> <p>I listen and follow informative text or news even about situations which I have no knowledge about such as environment, culture, current events, biographies and curiosities.</p>
Objective (Link to Curriculum and/or European frameworks)	English Language Syllabus

Teachers Resources

Text:

Paragraph 1: Introduction Imagine a world filled with vibrant rainbows and enchanting magic. In this world, there lived a young boy named Richard. Richard was a curious and adventurous 10-year-old who was always on the lookout for extraordinary things. His neighborhood was known for its lush green fields, and on one special day, something truly magical happened.

Paragraph 2: Richard's Discovery One sunny afternoon, after a refreshing rain shower, Richard decided to explore the meadows near his home. As he walked along, he suddenly noticed a shimmering glimmer in the grass. He bent down and found a tiny, sparkling crystal. It was unlike any gem he had ever seen. As he held it in his hand, the crystal began to radiate with a warm and colourful light. It was as if the crystal itself was alive.

Paragraph 3: The Magical Connection Richard soon realized that the crystal was no ordinary gem. It was a magical artifact that allowed him to communicate with rainbows. Yes, you heard it right! Richard could now have conversations with rainbows. He would simply touch the crystal, and the nearest rainbow would come to life, speaking in a soft, melodious voice. The rainbow called itself "Your Gave Battle in Vain."

Paragraph 4: Conversations with Rainbows From that day on, Richard and "Your Gave Battle in Vain" embarked on countless adventures. They soared through the sky, learned about the colours of the rainbow, and discovered the hidden secrets of the world. Richard's life was forever changed by the magical connection he had with rainbows, and he knew that he had found a friend in the sky.

Listening Comprehension Questions:

For A1 Level:

1. Who is the main character of the story?
2. What did Richard find in the meadows?
3. What was special about the crystal he found?
4. What could Richard do with the crystal?

For A2 Level:

1. What did Richard find during his exploration in the meadows?
2. What was unique about the crystal he discovered?
3. How did the crystal connect Richard to rainbows?
4. What changes occurred in Richard's life after he found the magical crystal?

For B1 Level:

1. How did Richard's discovery of the crystal change his life?
2. Describe the nature of Richard's communication with rainbows.
3. Can you explain the significance of the rainbow's name, "Your Gave Battle in Vain"?
4. What do you think the story is trying to convey about curiosity and adventure?

For Native Speakers

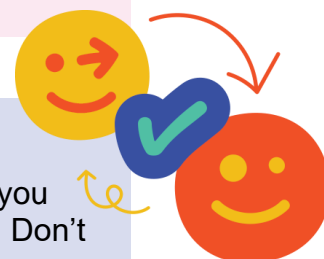
1. Discuss the symbolism of the crystal and its connection to rainbows in the story.
2. Analyze the character of Richard and the transformation he undergoes.



3. Explore the possible metaphors or messages conveyed through the magical connection between Richard and "Your Gave Battle in Vain."
4. How might the story relate to the idea of finding wonder and magic in everyday life?

Student Resources

<p>ML.SL.6, Code, 6.1</p> <p>Teacher Station Independent Station</p>	<p>Instructions</p> <ol style="list-style-type: none">1. Listen Carefully: I'm going to read a short story to you (or play a recording). Your job is to listen carefully. Don't worry if you don't understand every word.2. Pay Attention to Important Words: Listen for key words like who, what, where, and when. These will help you understand the main idea.3. Listen Twice: You'll hear the story two times. The first time, just listen. The second time, you can think about the important details.4. Answer the Questions: After listening, you have some simple questions about the story. These might be about what happened, who the story is about, or where it takes place. Write them down on your sheet.5. Share Your Answers: We'll go over the answers together. <p>Questions</p> <ol style="list-style-type: none">1. Who is the main character of the story?2. What did Richard find in the meadows?3. What was special about the crystal he found?4. What could Richard do with the crystal?
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<p>ML.SL.6, Code, 6.1</p> <p>Teacher Station Independent Station</p>	<p>Instructions</p> <ol style="list-style-type: none">1. Listen Carefully: I'm going to read a short story to you (or play a recording). Your job is to listen carefully. Don't worry if you don't understand every word.2. Pay Attention to Important Words: Listen for specific details, like times, places, or actions. These details will help you answer the questions later.3. Listen Twice: You'll hear the story two times. The first time, just listen. The second time, you can think about the important details.4. Answer the Questions: After listening, you have some simple questions about the story. These might be about what happened, who the story is about, or where it takes place. Write them down on your sheet.5. Share Your Answers: We'll go over the answers together. Be ready to explain how you found your answers!
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Questions

1. What did Richard find during his exploration in the meadows?
2. What was unique about the crystal he discovered?
3. How did the crystal connect Richard to rainbows?
4. What changes occurred in Richard's life after he found the magical crystal?



ML.SL.6,

Code, 6.1

Teacher
Station
Independent
Station

Instructions

1. Listen Closely: I'm going to read a story (or play a recording). Your job is to listen closely to understand both the main ideas and the details.
2. Think About the Whole Story: Listen for the big ideas as well as the smaller details. Try to understand how everything connects in the story.
3. Listen Twice, Write Key Points: You'll hear the story twice. After the first time, write down any key points you remember. Listen again to catch anything you missed.
4. Answer Thoughtful Questions: I'll ask you some questions that might require more thinking. You might need to figure out the main idea, understand relationships between characters, or guess what might happen next.
5. Discuss Your Ideas: After you answer the questions, we'll talk about them together. Be ready to share your thoughts and explain your answers!

Questions

1. How did Richard's discovery of the crystal change his life?
2. Describe the nature of Richard's communication with rainbows.
3. Can you explain the significance of the rainbow's name, "Your Gave Battle in Vain"?
4. What do you think the story is trying to convey about curiosity and adventure?



ML.SL.6,

Code, 6.1

Instructions

1. Listen and Analyze: I'm going to read a Your job is to listen carefully and think critically about what you hear.

Teacher
Station
Independent
Station

2. Pay Attention to Details and Meaning: Listen not just what happens, but why it happens, how the speaker feels, and what the message of the story might be.
3. Take Notes: You'll hear the story only once (or twice if needed). After listening, write down key points, any questions you have, and anything you think is important.
4. Answer Analytical Questions: I'll ask you some challenging questions that require you to think deeply. You might need to figure out the speaker's opinion, identify any hidden messages, or analyze the story's tone.
5. Share and Debate: After answering the questions, we'll discuss them as a class. Be ready to explain your thinking, share your ideas, and listen to what others think too!

Questions

1. Discuss the symbolism of the crystal and its connection to rainbows in the story.
2. Analyze the character of Richard and the transformation he undergoes.
3. Explore the possible metaphors or messages conveyed through the magical connection between Richard and "Your Gave Battle in Vain."
4. How might the story relate to the idea of finding wonder and magic in everyday life?

Task Seven – Correct the Mistakes

Description

ML.SL.6, 7.1

A1 Level

1. Introduction: Begin with a short review of basic sentence structure (subject + verb + object) and common grammar rules such as adding "s" for third-person singular.
2. Activity:
 - Provide students with simple sentences that have clear, basic mistakes (e.g., "She walk to school every day").
 - Ask students to identify the mistake and correct it (e.g., "She walks to school every day").
3. Guidance:
 - Encourage students to read the sentences aloud to hear if they sound right.
 - Use visual aids like sentence diagrams or color-coding to help students understand sentence structure.
4. Practice: Have students work in pairs or small groups to correct sentences, then discuss their answers as a class.

A2 Level

1. Introduction: Review key grammar concepts such as present and past tenses, the use of prepositions, and the correct use of articles (a, an, the).
2. Activity:
 - Provide sentences that involve common mistakes at this level, such as incorrect verb tense or missing articles (e.g., "I go to the cinema yesterday" or "She is teacher").
 - Ask students to identify and correct these mistakes.
3. Guidance:
 - Encourage students to think about the time the action takes place to determine the correct verb tense.
 - Use guided questioning to help students decide when and where articles are needed.
4. Practice: Engage students in a sentence correction exercise, first individually and then in pairs to discuss their corrections.

B1 Level

1. Introduction: Review more advanced grammar topics like the use of perfect tenses, conditional sentences, and modal verbs.
2. Activity:
 - Present sentences with a mix of errors, such as wrong tense forms, misplaced modifiers, or incorrect use of modal verbs (e.g., "She should goes to the meeting" or "If I would have known, I will have helped").
 - Have students identify and correct the mistakes.
3. Guidance:
 - Discuss common pitfalls at this level, such as confusion between similar tenses (e.g., past simple vs. present perfect).
 - Provide examples and explanations for each type of error.
4. Practice: Have students correct sentences independently and then compare their corrections with a partner.

	<p>Native Speaker Level</p> <ol style="list-style-type: none"> 1. Introduction: Discuss advanced grammar topics, including subjunctive mood, parallel structure, and the proper use of passive voice. 2. Activity: <ul style="list-style-type: none"> - Provide complex sentences with nuanced errors, such as issues with parallelism, dangling modifiers, or inappropriate use of passive voice (e.g., "Having finished the assignment, the TV was turned on" or "The committee were in agreement"). - Challenge students to identify and correct the mistakes, considering both grammatical correctness and stylistic clarity. 3. Guidance: <ul style="list-style-type: none"> - Encourage students to think critically about the structure and flow of the sentences, not just the grammar. - Discuss how different corrections might affect the tone or clarity of the sentence. 4. Practice: Have students work on correcting sentences and then engage in a group discussion about different possible corrections and their implications.
Language skill	Grammar
Competences for democratic culture	XXX
Type of learning Activity	Grammar
Learning Outcome	<ul style="list-style-type: none"> • I write and correct texts and sentences with grammatical errors. • I will correct simple sentences focusing on basic grammar mistakes, such as subject-verb agreement, word order, and basic punctuation
Objective (Link to Curriculum and/or European frameworks)	English Language Syllabus

Student Resources

ML.SL.6,

Code 7.1

Teacher station
Collaboration
station

Instructions

- Listen and Look: We'll start by going over some simple sentences together. Look carefully at each sentence and listen to how it sounds when we read it out loud.
- Find the Mistake: Your job is to find what's wrong in the sentence. It might be something small like the wrong verb ending or missing a word.
- Fix It: Once you find the mistake, correct it! You can write the correct sentence in your notebook.
- Work Together: You can work with a partner to check each other's sentences. Talk about why you made the changes.
- Show What You Know: At the end, you'll get a sheet with more sentences to correct on your own. Try to find and fix all the mistakes!

Here are the sentences

1. Water is make rainbows when it rains.
2. I loves the colours of rainbow.
3. Rainbow are in the sky after it rain.
4. Magic rainbows are so pretty.
5. The sky was looks beautiful.
6. I like to watch the rainbow after raining.
7. Water are a source of life.
8. Red, blue, and green is my favorite colours.
9. Sunlight make colours in sky.
10. I seen a rainbow last week.

ML.SL.6,

Code 7.1

Teacher station
Independent
station
Collaboration
station

Instructions

- Review Time: We'll go over some grammar rules we've learned, like using the right verb tense and adding "a," "an," or "the" in the right places.
- Spot the Error: Look at the sentences I give you. Each one has a mistake. It could be the wrong verb tense, a missing word, or something else.
- Make It Right: Fix the sentence so it's correct. Write the new sentence down, making sure everything sounds right.
- Partner Check: Pair up with a classmate to compare your answers. Talk about why you think your corrections are right.

Here are the sentences

1. Water are make rainbows when it rains.

2. Rainbows is the beautiful thing in sky.
3. I likes all the seven colours of rainbow.
4. The rainbow are appear after rain.
5. Sunlight makes colours at the sky.
6. Magic of rainbow are amazing.
7. I watch the beautiful rainbow yesterday.
8. The water, the sky, and the colours is wonderful.
9. I seen a double rainbow last year.
10. Colourful is the rainbow in the sky.



ML.SL.6,

Code 7.1

Teacher station
Independent
station
Collaboration
station

Instructions

- Quick Review: Let's quickly go over some important grammar points, like using the correct verb tense and how to use modal verbs like "can," "should," and "might."
- Find What's Wrong: I'll give you sentences with a mix of grammar mistakes. Your job is to find them all. Some might be tricky, so think carefully!
- Correct the Sentence: Rewrite the sentence, fixing the mistakes you found. Make sure it's completely correct.
- Discuss with a Friend: Work with a partner to check each other's sentences. Explain why you made each correction.

Here are the sentences

1. Water makes beautiful rainbows when it raining.
2. Rainbows is always amazed me.
3. I like all seven rainbow colours.
4. The rainbow are appear in the sky after the rain.
5. Sunlight is creating colours in the sky.
6. The magic of rainbows is fascinating.
7. I watched a wonderful rainbow yesterday.
8. The water, the sky, and the colours are marvelous.
9. I saw a double rainbow last year.
10. Rainbow have unique colours.

ML.SL.6,

Code 7.1

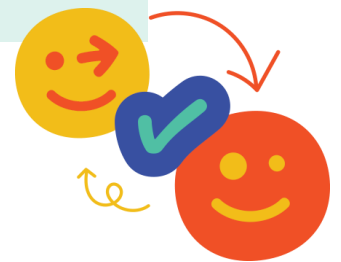
Teacher
station
Independent
station
Collaboration
station

- Advanced Grammar Check: We'll start by reviewing some advanced grammar rules, like using the subjunctive mood, making sentences parallel, and when to use the passive voice.
- These might be errors in word choice, sentence structure, or the way the sentence is put together.
- Refine the Sentence: Correct the sentences by making them grammatically perfect and clear. Think about how your changes improve the sentence.
- Group Discussion: After you correct the sentences, we'll discuss them as a group. Be ready to explain why you

made your corrections and how they improve the sentence.

Here are the sentences

1. Waters create a spectacle of rainbows when it's raining.
2. Rainbows have always held a special fascination for me.
3. I appreciate the intricacies of the seven rainbow colours.
4. The appearance of a rainbow in the sky is a meteorological wonder.
5. Sunlight is the primary factor responsible for creating the colours in the sky.
6. The enchantment of rainbows is something I've pondered for years.
7. Yesterday, I had the privilege of witnessing an awe-inspiring rainbow.
8. Water, the sky, and the multitude of colours constitute a breathtaking scene.
9. Last year, I was fortunate enough to spot a double rainbow.
10. The array of colours within a rainbow never ceases to amaze.



Task Eight – Vocabulary – Fill in the gaps

Description
ML.SL.6, 8.1
ML.SL.6, 8.2

Technological Requirements:

2. A digital device (computer, tablet, or smartphone) for each student or group of students.
3. An internet connection to access the activities.

Link to the

4. Fill in the blanks –
 1. A1 – [Fill in the blanks A1](#)
 2. A2 – [Fill in the blanks A2](#)
 3. B1 - [Fill in the blanks B1](#)
 4. Native Speaker – [Fill in the blanks NS](#)
 5. General Extra – [Fill in the blanks extra](#), [Fill in the blanks extra 2](#)
5. Online dictionaries
 1. [Merriam Webster](#)
 2. [Wordsmyth](#)

A1 Level

- Introduction: Briefly explain the task: "Today, we will practice placing words in sentences. If you don't know a word, you can find its meaning in the dictionary or use the special tool I've provided."
 - Vocabulary Review: Review the key vocabulary words with the class. Use pictures, gestures, or simple explanations to ensure they understand the basic meaning of each word.
 - Activity
 - Fill in the blanks: Provide students with a link to the fill in the blank tool [Fill in the blanks A1](#).
 - Explain how to use the tool to place the words into the correct blanks.
 - Dictionary Use: Encourage students to use a physical dictionary if they are unsure of a word's meaning. Demonstrate how to find a word in the dictionary.
4. Wrap-up: After the exercise, review the sentences as a class. Discuss any difficult words and ensure all students understand the correct answers.

A2 Level

5. Introduction: Explain the task: "You'll be filling in sentences with the correct words. If you don't know a word, use your dictionary or the online tool provided. This will help you learn new words!"
6. Vocabulary: Review the words briefly, focusing on pronunciation and basic meanings. Encourage students to ask questions if they don't understand any word.
7. Activity:
 - Fill in the blanks: Share the link to the fill in the blank tool [Fill in the blanks A2](#) and explain how to use it. Remind them that they can drag the word to the blank space to complete the sentence.
 - Dictionary Use: Show how to use a physical dictionary to find meanings. Encourage them to try this first before asking for help.
 - Online Tools: Introduce simple online tools for dictionaries. Show them how to type a word to find its meaning.

4. Wrap-up: Go over the sentences with the class. Ask students to share how they found the meanings of unfamiliar words (dictionary, online tool, etc.).

B1 Level

1. Introduction: Explain the task: "You'll be completing sentences with the correct words. Use the dictionary or the provided online tools if you need help with meanings. This will help you expand your vocabulary."
2. Vocabulary Review: Quickly go over the vocabulary list. Emphasize any complex words or words with multiple meanings.
3. Activity:
 - Fill in the blanks: Provide access to the fill in the blank tool [Fill in the blanks B1](#) and demonstrate how it works.
 - Dictionary Use: Encourage students to use both a physical dictionary and online tools. Demonstrate advanced searching techniques, such as looking up synonyms or examples in sentences.
 - Independent Research: Challenge students to use online tools to not only find the meaning but also look for word usage in different contexts (e.g., sentences, phrases).
4. Wrap-up: Review the completed sentences with the class. Ask students to share interesting examples they found online or discuss different meanings of words.

Native Speakers

1. Introduction: Explain the task: "Today's exercise involves completing sentences with the correct vocabulary words. If you're unsure of a word's meaning, use the provided online tools to find definitions and explore how these words are used in different contexts."
2. Vocabulary Review: Provide a brief overview of the words, focusing on any that may have nuanced meanings or are less commonly used. Encourage students to think about synonyms, antonyms, and the word's usage in different contexts.
3. Activity:
 - Fill in the Blanks: Share the link to the fill in the blank tool [Fill in the blanks NS](#). Students should fill in the blanks with the correct words.
 - Advanced Research: Encourage the use of online tools like online Dictionaries, or other advanced tools. Ask students to not only find definitions but also research the etymology, synonyms, antonyms, and real-world usage examples.
 - Contextual Learning: Challenge students to write their own sentences using the new words or to find the word used in literature or academic articles.
4. Wrap-up: Discuss the sentences as a class, focusing on different interpretations of word meanings and how context changes meaning. Ask students to share what they learned about each word.

Language skill

Vocabulary & Sentence Building

Competences for democratic culture

XXX

Type of learning Activity	Vocabulary & Sentence Building
Learning Outcome	<ul style="list-style-type: none">• I understand new words and I understand the appropriate words for the sentence meaning• I will learn new words by using a physical dictionary or the provided technological tool.
Objective (Link to Curriculum and/or European frameworks)	Learning how to carry out research using technological tools.

Educators Resources

A1 Level

1. Rainbows have many **pretty** colours.
2. Water and sunlight make **nice** rainbows.
3. Rainbows are like a **happy** surprise in the sky.
4. When it rains, we can see **cool** rainbows.
5. I like to learn about **fun** things like rainbows.

For A2 Level:

Beautiful, amazing, exciting, interesting, wonderful

1. Rainbows are colourful and look **beautiful**.
2. Water drops and sunshine create **amazing** rainbows.
3. It's so **exciting** to see a rainbow in the sky.
4. Learning about the magic of rainbows is **interesting**.
5. I think rainbows are a **wonderful** part of nature.

For B1 Level:

1. Rainbows are known for their **vivid** colours and beauty.
2. The way water droplets and sunlight come together to form rainbows is quite **fascinating**.
3. I find it **captivating** to watch a rainbow appear after the rain.
4. Learning about the **enchancing** science of rainbows is truly rewarding.
5. Rainbows serve as a reminder of the **incredible** complexity of our world.

Native Speakers:

1. The **spectacular** display of colours in a rainbow always leaves me in awe.
2. The intricate interplay between water droplets and sunlight in creating a rainbow is a **marvel of science**.
3. Witnessing a rainbow is a **deeply moving** experience, and it never loses its charm.
4. Exploring the **intricacies** of rainbow formation opens up a world of scientific wonder.
5. Rainbows, with their **impressive** array of colours, symbolize the breathtaking beauty of nature.

Extra Activity 1

Red, Orange, Yellow, Green, Blue, Indigo, Violet

- I love the colour _____ because it's the colour of ripe apples.
- The ocean is a beautiful shade of _____.
- My favourite colour is _____, which is a mix of blue and violet.
- Sunsets often have shades of _____ and orange.
- Grass and leaves are usually _____.

Extra Activity 2

Vibrant, Captivating, Magical, Dazzling, Mystical, Mingle, Wonder, Beautiful, Fascinating, Magical

1. Rainbows are like nature's own **vibrant** artwork, painting the sky with a dazzling array of colours.
2. Each colour in a rainbow is as **captivating** as the next, forming a beautiful and harmonious circle in the sky.
3. Water droplets in the air, like tiny **magical** prisms, work together to transform sunlight into a glorious spectrum of colours.



4. When raindrops and sunlight meet, they perform a **dazzling** dance that creates the magic of a rainbow.
5. Rainbows are a magical bridge between the **mystical** world above and the awe-inspiring world below.
6. The colours in a rainbow seem to **mingle** and play, like friends having a joyous party in the sky.
7. The sight of a rainbow can fill your heart with **wonder** and a sense of enchantment.
8. Rainbows are like messages from nature, telling us that the world is full of **beautiful** surprises.
9. Exploring the science of rainbows can be a journey filled with **fascinating** discoveries and colourful revelations.
10. Rainbows remind us that even the ordinary world around us is brimming with **magical** possibilities.

Student Resources

ML.SL.6,

Code 8.1, 8.2

Teacher station
Technology
Station
Collaboration
Station

Instructions

- Together with the teacher discuss the meaning of the words written here below.
- When the teacher tells you, on your tablet click on the link [Fill in the blanks A1](#). You are to fill in the blank on your tablet. Each word can only be used once.
- You can also fill in the blank space with a word from the list and write it here below.

Fill in the blank sentences 😊

Pretty, nice, happy, cool, fun

- Rainbows have many _____ colours.
- Water and sunlight make _____ rainbows.
- Rainbows are like a _____ surprise in the sky.
- When it rains, we can see _____ rainbows.
- I like to learn about _____ things like rainbows.

3.

ML.SL.6,

Code 8.1, 8.2

Teacher
station
Technology
Station
Collaboration
Station

Instructions

- Together with the teacher discuss the meaning of the words written here below.
- When the teacher tells you, on your tablet click on the link [Fill in the blanks A2](#). You are to fill in the blanks on your tablet. Each word can only be used once.
- You can also fill in the blank space with a word from the list and write it here below.
- If you do not know what a word means, you can use the following online dictionaries to find the meaning of the word [Merriam Webster](#) , [Wordsmyth](#)

Fill in the colourful sentences 😊

Beautiful, amazing, exciting, interesting, wonderful

- Rainbows are colourful and look _____.
- Water drops and sunshine create _____ rainbows.
- It's so _____ to see a rainbow in the sky.
- Learning about the magic of rainbows is _____.
- I think rainbows are a _____ part of nature.



ML.SL.6,

Code 8.1, 8.2

Teacher station
Technology
Station
Collaboration
Station

Instructions

- Together with the teacher discuss the meaning of the words written here below.
- When the teacher tells you, on your tablet click on the link [Fill in the blanks B1](#). You are to fill in the blanks on your tablet. Each word can only be used once.
- You can also fill in the blank space with a word from the list and write it here below.
- If you do not know what a word means, you can use the following online dictionaries to find the meaning of the word [Merriam Webster](#) , [Wordsmyth](#)

Fill in the colourful sentences 😊

Vivid, incredible, fascinating, captivation, enchanting,

1. Rainbows are known for their _____ colours and beauty.
2. The way water droplets and sunlight come together to form rainbows is quite _____.
3. I find it _____ to watch a rainbow appear after the rain.
4. Learning about the _____ science of rainbows is truly rewarding.
5. Rainbows serve as a reminder of the _____ complexity of our world.

ML.SL.6,

Code 8.1, 8.2

Teacher
station
Technology
Station
Collaboration
Station

Instructions

- Together with the teacher discuss the meaning of the words written here below.
- When the teacher tells you, on your tablet click on the link [Fill in the blanks NS](#). You are to fill in the blanks on your tablet. Each word can only be used once.
- You can also fill in the blank space with a word from the list and write it here below.
- If you do not know what a word means, you can use the following online dictionaries to find the meaning of the word [Merriam Webster](#) , [Wordsmyth](#)
- Write your own sentences using the new words.

Fill in the colourful sentences 😊

Impressive, deeply moving, intricacies, Spectacular, marvel of science

1. The _____ display of colours in a rainbow always leaves me in awe.
2. The intricate interplay between water droplets and sunlight in creating a rainbow is a _____.



3. Witnessing a rainbow is a _____ experience, and it never loses its charm.
4. Exploring the _____ of rainbow formation opens up a world of scientific wonder.
5. Rainbows, with their _____ array of colours, symbolize the breathtaking beauty of nature.

Task Nine – Vocabulary – Synonyms and antonyms

Description
ML.SL.6, 9.1



Materials:

- List of colours from the rainbow
- A whiteboard or poster paper
- Markers
- Index cards or small pieces of paper
- Pencils or crayons
- Include a colour wheel

Instructions:

For A1 Level:

- Start with the basic colours and ask students to brainstorm where the colours can be found. Use basic colours like "red" or "blue."
- Write the colour name on the whiteboard.
- Ask the students to brainstorm and shout out words that mean the same as the colour (synonyms). For example, for "red," they can say "crimson" or "scarlet."
- Write the synonyms on the whiteboard.
- Discuss the meanings of the synonyms and provide simple explanations.
- For antonyms, ask students for words that are opposite in meaning to the colour. For example, for "blue," they can say "yellow" or "orange."
- Write the antonyms on the whiteboard.
- Create simple sentences using synonyms and antonyms to reinforce understanding.

For A2 Level:

- Choose more colours from the rainbow, like "yellow" or "green."
- Write the colour name on the whiteboard.
- Ask the students to brainstorm and write down synonyms for the colour on index cards or pieces of paper.
- Afterward, share their synonyms and discuss their meanings.
- Follow a similar process for antonyms.
- Encourage students to create sentences using the synonyms and antonyms in pairs or small groups.

For B1 (Intermediate) Level:

- Introduce all the colours of the rainbow and provide a list for reference.
- Divide the students into pairs or small groups.
- Assign each group a colour and ask them to brainstorm and write down synonyms and antonyms for that colour.
- Each group presents their findings to the class, discussing meanings and usage.
- Challenge the groups to create sentences and short paragraphs using synonyms and antonyms in a creative way.
- Discuss the impact of using synonyms and antonyms in language.

For Native Speakers (Advanced Level):

	<ul style="list-style-type: none"> Engage in a discussion about the importance of synonyms and antonyms in language. Provide a list of colours and ask students to work individually or in pairs to brainstorm synonyms and antonyms. Share their findings and have a class discussion on the nuances of different synonyms and antonyms. Encourage students to create more complex sentences, paragraphs, or even short stories using synonyms and antonyms. Discuss how synonyms and antonyms can be used to enhance writing and communication skills.
Language skill	Vocabulary, Synonyms & Antonyms
Competences for democratic culture	Appreciating diversity around us
Type of learning Activity	Vocabulary – Synonyms and antonyms
Learning Outcome	<ul style="list-style-type: none"> I know how to look for and find similar and different words to colours
Objective (Link to Curriculum and/or European frameworks)	Vocabulary – Synonyms and antonyms

Educators Resources

Rainbow Synonyms and Antonyms

Colour Suggestions

	Synonyms	Antonyms
Red	Crimson, Scarlet, Vermilion	Green, Blue, Turquoise
Orange	Tangerine, Apricot, Peach	Blue, Indigo, Violet
Yellow	Gold, Lemon, Amber	Purple, Lavender, Violet
Green:	Emerald, Jade, Teal	Red, Orange, Pink
Blue:	Azure, Cobalt, Navy	Red, Yellow, Orange
Indigo	Violet-Blue, Royal Blue, Deep Blue	Yellow, Green, Orange
Violet:	Purple, Lavender, Mauve	Yellow, Green, Red

Sentence starters

A1 Level:

8. My favorite color is...
9. Rainbows have many...
10. Red is the color of...
11. Blue and yellow make...
12. The opposite of black is...

A2 Level:

4. Rainbows appear after...
5. Green is similar to...
6. Synonyms for red are...
7. Yellow and blue create...
8. Antonyms of purple include...

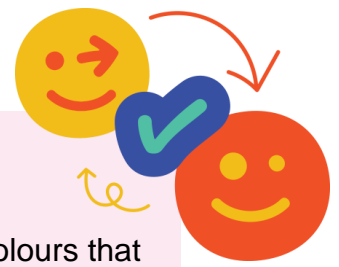
B1 Level:

1. The vibrant colors of a rainbow include...
2. Synonyms for the colour blue are...
3. Rainbows are formed when...
4. Antonyms for green might be...
5. Seeing a rainbow can make you feel...

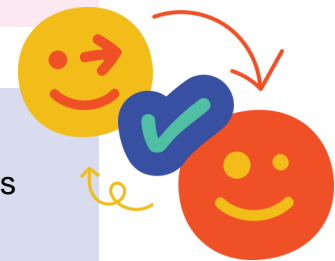
Native Speakers

1. The intricate patterns of a rainbow display...
2. Synonyms for vibrant colors such as...
3. The science behind rainbow formation involves...
4. Antonyms for vivid colors could include...
5. The emotional impact of seeing a rainbow is...

Student Resources



<p>Description ML.SL.6,</p> <p>Code 9.1</p> <p>Teacher station Collaboration Station</p>	<p>Instructions</p> <p>Discuss and brainstorm with the teacher different colours that exist.</p> <ul style="list-style-type: none"> • Which colours are the same (synonyms)? • Which colours are opposite (antonyms)? <p>When the teacher informs you continue writing these simple sentences.</p> <ol style="list-style-type: none"> 1. My favorite color is... 2. Rainbows have many... 3. Red is the color of... 4. Blue and yellow make... 5. The opposite of black is...
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<p>Description ML.SL.6,</p> <p>Code 9.1</p> <p>Teacher station Collaboration Station</p>	<p>Instructions</p> <p>Discuss and brainstorm with the teacher different colours that exist.</p> <ul style="list-style-type: none"> • Which colours are the same (synonyms)? • Which colours are opposite (antonyms)? <p>When the teacher informs you continue writing these simple sentences.</p> <ol style="list-style-type: none"> 1. Rainbows appear after... 2. Green is similar to... 3. Synonyms for red are... 4. Yellow and blue create... 5. Antonyms of purple include...
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<p>Description ML.SL.6,</p> <p>Code 9.1</p> <p>Teacher station Collaboration Station</p>	<p>Instructions</p> <p>Discuss and brainstorm with the teacher different colours that exist.</p> <ul style="list-style-type: none"> • Which colours are the same (synonyms)? • Which colours are opposite (antonyms)? <p>The teacher will give you some colours for which you need to find synonyms (the same) and antonyms (opposite colours). Work in pairs to find these colours</p> <p>When the teacher informs you continue writing these simple sentences.</p> <ol style="list-style-type: none"> 1. The vibrant colors of a rainbow include... 2. Synonyms for the colour blue are... 3. Rainbows are formed when... 4. Antonyms for green might be... 5. Seeing a rainbow can make you feel...
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Description
ML.SL.6,

Code 9.1

Teacher
station
Collaboration
Station

Instructions

Discuss and brainstorm with the teacher different colours that exist.

- Which colours are the same (synonyms)?
- Which colours are opposite (antonyms)?

The teacher will give you some colours for which you need to find synonyms (the same) and antonyms (opposite colours). Work in pairs to find these colours.

When the teacher informs you continue writing these simple sentences.

1. The intricate patterns of a rainbow display...
2. Synonyms for vibrant colors such as...
3. The science behind rainbow formation involves...
4. Antonyms for vivid colors could include...
5. The emotional impact of seeing a rainbow is...

