

# Other things to try: 4e

## Matching colours

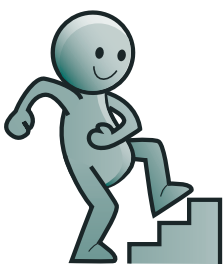


### Why is this important?

Matching is the first stage in learning the names of colours. Children need to be able to match and then sort items by colour before learning to understand and then use the names of colours. This is developing peripheral skills so that the word/colour name can be paired with it.

### What to do

- Start with the four primary colours (red, yellow, green, blue).
- Gather together several items which include all four colours. These could be clothes, toys, tea sets, pencils – anything.
- Put out four pieces of paper, one of each of the colours.
- Put the items into a bag.
- Ask the child to take an item and put it with the corresponding piece of coloured paper. N.B. if the child is unsure, you may need to demonstrate this first.
- As the items are pulled from the bag, name the colour and the object (e.g. ‘blue pencil’).
- As the items are matched to the coloured paper, reinforce by repeating the colour and the name of the item: ‘Well done, it’s a blue pencil!’



### Step up

- Ask the child to put the items/objects back into the bag by asking him/her to find, for example, something ‘blue’.
- Use different shades – but still the same colour (e.g. dark blue, light blue).
- Use pictures as well as real objects.

### Step down

- Reduce the number of colours to no choice, or a choice of two, and then gradually increase.
- If necessary, start with items of only one dominant colour (and all of the same shade) at a time before making a contrast.

