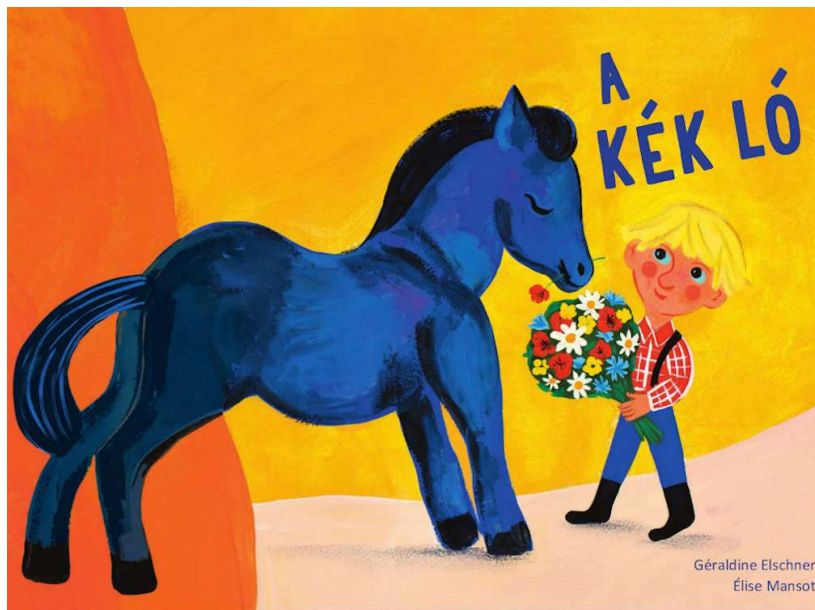


A KÉK LÓ

THE BLUE HORSE



**Tanári segédanyag meséléshez és a korai angol nyelvi
fejlesztéshez**

**Teaching material for storytelling and early English
language development**

Apor Vilmos Katolikus Főiskola

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Bevezető

Ez a mesélési ötlettár azzal a céllal jött létre, hogy „A kék ló” című mese kamishibai papírszínházi feldolgozásához olyan átfogó segédeszközt nyújtson az óvodapedagógusok számára, amely játékos és élményszerű módon segíti az angol nyelv bevezetését az óvodáskorú gyermekek mindennapjaiba. Ez a mese magyar nyelven jelent meg a Csimota Kiadó gondozásában, de több más nyelv mellett az angol fordítása is elkészült, mely megtalálható a kiadó honlapján. Ehhez az ötlettárhoz ezt a fordítást használtuk fel: https://csimota.hu/wp-content/uploads/2019/11/a_kek_lo_angol.pdf

Az ötlettár tartalmát a holisztikus nyelvoktatás alapelvei mentén alakítottuk ki, különös figyelmet fordítva arra, hogy a gyermekek természetes nyelvelsajátítási folyamatát támogassuk mondókák, ismétlések, gesztusok és zene segítségével. Ugyanakkor ez a megközelítés lehetőséget teremt arra is, hogy az ötlettárat bármely, gyerekekkel foglalkozó szakember, pedagógus haszonnal forgassa.

Az angol nyelv játékos bevezetése az óvodában kiemelkedően hatékony, hiszen ebben az életkorban a gyermekek különösen fogékonyak a nyelvi ingerekre. Az angol nyelvi környezetben zajló élményszerű tevékenységek – pl. dalok, mondókák, mozgásos játékok, történetmesélés vizuális eszközökkel, mint a kamishibai – lehetőséget teremtenek arra, hogy az angol nyelvet a gyermekek természetes módon sajátítsák el. Ezek az eszközök mind hozzájárulnak ahhoz, hogy a gyermekek könnyedén, szorongás nélkül, örömmel elmerüljenek az angol nyelvben. Az ilyen típusú élménypedagógiai megközelítés segíti a gyermekek nyelvi önbizalmának kialakítását, miközben természetes módon tanulják meg az idegen nyelv hangzásvilágát, ritmusát és alapvető szerkezeteit. Így később a formális oktatás során már szilárd alapokra építhetnek, és könnyebben boldogulhatnak a nyelvi készségeket igénylő helyzetekben.

Fontos kiemelni, hogy az óvodás kor az egyik legmeghatározóbb időszak a nyelvelsajátítás szempontjából, hiszen a gyermekek ebben az időszakban az anyanyelvüket is intuitív módon, utánzással és ismétléssel tanulják. Az idegen nyelvek esetében hasonló mechanizmusok érvényesülnek: ha ebben a korban találkoznak egy másik nyelv hangjaival, kiejtési sajátosságaival és ritmusával, azt a természetes nyelvtanulási folyamat részeként könnyedén beépíthetik a mindennapi kommunikációjukba.

Emellett a nyelvi készségek fejlesztése az óvodai korban nemcsak kognitív, hanem szociális és érzelmi szempontból is jelentőséggel bír. A mesélés, különösen a kamishibai technikával kiegészítve, lehetőséget nyújt a gyermekek számára, hogy aktívan bekapcsolódjanak a történetbe, érzelmileg azonosuljanak a szereplőkkel, és fejlődjön szókincsük, hallás utáni értésük, valamint beszédprodukciónk. A kamishibai, mint vizuális és interaktív eszköz, kiválóan illeszkedik a gyermekek életkori sajátosságaihoz, hiszen egyszerre nyújt vizuális élményt és ösztönöz kreatív részvételre.

Végezetül, különös figyelmet fordítottunk arra, hogy a nyelvoktatás támogassa a gyermekek hangképző szervrendszerének fejlődését. Az óvodás korban a hangképző szervek rugalmassága lehetővé teszi, hogy a gyermekek a más nyelvek hangjait közel anyanyelvi kiejtéssel sajátítsák el, ami hosszú távon nagy előnyt jelenthet számukra az idegen nyelvek tanulásában.

Ez az ötlettár tehát nemcsak egy történetfeldolgozási segédanyag, hanem egy olyan komplex módszertani eszköztár, amely a gyermekek nyelvi, érzelmi és kognitív fejlődését is támogatja, miközben az angol nyelv alapjait játékosan, élményszerűen fekteti le.

Ajánlott tevékenységek

Az ötlettárban az egyes kamishibai képekre lebontva közöljük az ötleteket, hogy könnyebb legyen követni. Különbséget tettünk az első felolvasáshoz, illetve a második vagy harmadik meseolvasáshoz javasolt tevékenységek (*Further ideas*) közt. Ahol szükséges, a tevékenységeket nyelvi szint szerint bontjuk le. A dokumentum második részében található olyan további tevékenységek (*Further project activities*), amelyek tovább mélyítik a mese megértését. A tevékenységeket a pedagógusok, nevelők természetesen szabadon variálhatják és kombinálhatják, sőt saját ötleteikkel is kiegészítheti a folyamatot.

Általános ajánlások az angol nyelven történő meséléshez mint második nyelv tanításához:

- **Több mutogatás:** A vizuális és gesztusokkal kísért kommunikáció segíti a gyerekeket az új szavak megértésében. Mutassunk rá arra az állatra/tárgyra amiről éppen beszélünk.
- **Nagy, kifejező gesztusok:** A mozdulatok és mimika jobban leköti a figyelmet, és segíti a megértést. Ne féljünk gesztikulálni, nagy mozdulatokat végezni mesélés közben!
- **Ellenőrző kérdések:** Kérdezzünk rá egyszerű mondatokkal, hogy a gyerekek megértették-e a történet egy-egy részletét!

- **Megnyugtató mondatok:** Biztosítsuk a gyerekeket arról, hogy jól csinálják, és hogy nem baj, ha nem értenek mindent azonnal. Dicsérjük meg őket, amikor választ adnak a kérdésünkre!
- **Lassú beszédtempó:** Az egyszerű, lassú beszéd könnyebben követhető a gyerekek számára. A szövegértés elősegítése mellett támogatja a gondolkodási készségek fejlődését is.
- **Tiszta artikuláció, megfelelő hangnem és hangszín:** A pontos kiejtés és érthető beszéd megkönnyíti a nyelv befogadását és elsajátítását.
- **Differenciálás:** A differenciálás olyan pedagógiai eszköz, amely támogatja a gyermekeket abban, hogy pozitív tanulási élményeket szerezzenek. Azáltal, hogy a képességeikhez és tudásszintjükhöz igazított feladatokat kapnak, növekszik az önbizalmuk, hiszen sikerélményhez jutnak. Különösen az idegen nyelv oktatásában fontos figyelembe venni a gyermekek közötti nyelvi tudásszintbeli különbségeket, és ennek megfelelően segíteni a fejlődésüket, biztosítva, hogy minden gyermek a saját tempójában haladhasson.

Ezek az alapelvek segítenek abban, hogy a gyermekek számára érthetőbbé és élvezetesebbé tegyük az angol nyelven való mesélést, miközben játékos módon támogatjuk nyelvi fejlődésüket.

Introduction

This teaching material for storytelling and early English language development has been created to provide a comprehensive tool for preschool educators to adapt a classic folktale, “The Blue Horse” using the kamishibai technique. It aims to introduce English to preschool children in a playful and engaging manner. Although this story was published in Hungarian by Csimota Publishing, translations in several other languages are available on the publisher’s website. We used the English translation for this activity bank: https://csimota.hu/wp-content/uploads/2019/11/a_kek_lo_angol.pdf The content of the guide has been designed on the principles of holistic language education, with a special focus on supporting children’s natural language acquisition process through rhymes, repetitions, and creative games.

The playful introduction of English in preschool is highly effective, as children at this age are particularly receptive to linguistic stimuli. Experiential activities in an English language environment - such as songs, rhymes, movement games, storytelling with visual aids like Kamishibai - provide opportunities for children to acquire English in a natural way. These tools

help children get immersed in the language easily, without anxiety, and with joy. This type of experiential pedagogical approach fosters children's linguistic confidence while enabling them to naturally learn the sounds, rhythms, and basic structures of the foreign language. This approach allows them to build a strong foundation, which later supports them in more formal educational settings and helps them navigate situations requiring language skills with ease.

It is important to highlight that preschool age is one of the most crucial periods for language acquisition. During this time, children learn their native language intuitively through imitation and repetition. The same mechanisms apply to foreign languages: if children are exposed to the sounds, pronunciation, and rhythm of another language at this age, they can easily integrate these elements into their everyday communication as part of their natural learning process.

Additionally, the development of language skills during preschool is not only significant from a cognitive but also from social and emotional aspects. Storytelling, especially when complemented with the kamishibai technique, offers children the opportunity to actively engage with the story, emotionally connect with the characters, and develop their vocabulary, listening comprehension, and speaking skills. Kamishibai as a visual and interactive tool perfectly aligns with the developmental needs of children, providing both a visual experience and encouraging creative participation.

Finally, special attention has been given to supporting the development of children's speech organs. During preschool years, the flexibility of children's speech organs allows them to acquire the sounds of other languages with near-native pronunciation, which can be a significant advantage for them in learning foreign languages in the long run.

Thus, this guide is not just a tool for processing a story but a comprehensive methodological toolkit that supports children's linguistic, emotional, and cognitive development while laying the foundations of English in a playful and engaging manner.

Suggested Activities

In the activity bank, we have broken down the activities by the slides of the kamishibai to make it easier to follow. A distinction has been made between the activities suggested for the first reading and those suggested for the second or third reading (*Further ideas*). Where appropriate, activities are divided according to language proficiency levels. In the second part of this document, further activities (*Further project activities*) are offered to deepen the understanding

of the story. Feel free to mix and match these activities or come up with your own ideas to enhance the process.

General recommendations for teaching English through storytelling as a second language:

- **More pointing:** Visual and gesture-based communication helps children understand new words. Point to the animal or object you are talking about to reinforce their understanding.
- **Big, expressive gestures:** Movements and facial expressions capture attention and aid comprehension. Do not hesitate to use large gestures during storytelling to make the experience more engaging.
- **Apply check questions:** Ask simple questions to confirm whether children have understood specific parts of the story.
- **Reassurance sentences:** Reassure children that they are doing well and that it's okay if they don't understand everything immediately. Praise them whenever they respond to a question or make an effort.
- **Slow speaking speed:** Speaking slowly and simply makes it easier for children to follow and understand the language. As well as promoting listening comprehension, it also supports the development of thinking skills.
- **Clear articulation, tone, and voice:** Precise pronunciation and clear speech make language easier to grasp and learn.
- **Differentiation:** Differentiation is a pedagogical tool that helps children gain positive learning experiences. By providing tasks tailored to their abilities and knowledge levels, their confidence grows as they achieve success. In foreign language education, it is particularly important to consider differences in language proficiency among children and support their progress accordingly, ensuring that every child can advance at their own pace.

These principles make English storytelling more comprehensible and enjoyable for children while playfully supporting their language development.

Pre-Reading Activities

In this section, we offer some enjoyable and interactive pre-reading activities in the different kindergarten content areas:

1. Language and Literature
2. Environmental Education
3. Musical Education
4. Physical Education
5. Arts and Crafts
6. Mathematics

I. Language and Literature

1) Teaching a rhyme: “Little bird, little bird what do you see?”

Teach children this simple and delightful rhyme. The focus is to learn the name of the flowers (lavender, poppy, buttercup, daisy, and marigold) in English.

Needed materials: flowers and a plush bird.

The game: Before the rhyme, it is worth pre-teaching the flowers’ names to the children. Then the teacher says the rhyme: “Little bird, little bird, what do you see?” while showing a flower (e.g. a marigold) to the plush bird. Then the teacher answers in the name of the bird, “I see a marigold looking at me.” The children can join in as little birds to call the flowers by their names.

2) Matching activity with flash cards: animal – habitat

Before reading the story, you can teach some farm animals, their habitats to the children through the following matching activity.

Introduce the animals: Use flash cards of animals and their habitats. Show them to the children one by one. Say the word aloud, encouraging the children to repeat it after you. E. g. “This is a cow. Can you say ‘cow’?”

Display the cards: Lay out the animal and habitat cards on the table or floor, mixing them up.

Demonstrate the activity: Show pictures of where the animals live. For example, “The cow lives in a barn.” Get the children to repeat it after you: “Barn.”

Model the matching: Put the matching cards next to each other. Then, help the children match each animal to its habitat, using questions like: “Where does the cow live?” or “Where does the horse live?”

Encourage participation: Ask children to come up and match the cards themselves. As they match, say the words aloud together to reinforce their learning.

3) Where do the animals live?

In this game, children learn or deepen their knowledge of animal habitats. Three children are chosen to be three habitats: farm, sea, and safari. The rest of the children can choose a flashcard of a farm, sea, or safari animal. The “animals” stand on one side of the room, while the “habitats” stand on the other. When the teacher claps, the animals must run to the habitat where they belong. Afterward, the group discusses the results before repeating the game with swapped roles. This activity encourages children to rely on their critical thinking, memory, and organizational skills.

II. Environmental Education

1) Visiting an animal farm

The group visits an animal farm, where the teacher calls the children’s attention to the environment where animals live, the food they eat, their size, their appearance etc. The children can try to recognize the animal sounds: “What animals can you hear?”

2) Recognizing animals by their sound

The teacher produces different animal sounds and children have to recognize what animal they can hear. Then they have to imitate the sound.

3) Flower discovery garden

Children explore some real samples of marigolds, lavenders, poppies, cornflowers, daisies, violets, buttercups, roses, or daffodils. They gently touch and smell each flower, and talk about colours. The activity builds early nature awareness and helps children recognize flowers.

III. Musical Education

1) *Colour song*

The focus is to learn the colours in English while singing the following song:

*Blue , blue is the color I see,
If you're wearing blue then show it to me.
Stand up, turn around.
Show me your blue and then sit down.*

Needed materials: different coloured scarves (red, white, green, yellow, blue etc.)

The children are sitting in a circle. Before singing the Colour song, the teacher shows the scarves to the children one by one, naming the colour and asks them to repeat it. Each child can choose a scarf and put it around their neck. The teacher sings the song (included in the *Wee sing* series). When the teacher raises the blue-coloured scarf in the air, she sings the following: “Blue, blue is the colour I see etc.”, and the children with the blue scarves can do the movements.

2) “I like animals”

The teacher uses flash cards and names the animals which are depicted in the cards. She asks children to repeat. Then the teacher sings the song “I like animals” and if a new animal is introduced, she shows up a flashcard.

3) Farm rhythm patterns

Teach children simple rhythm patterns inspired by animals. Children clap the rhythm patterns or play them on instruments.

Examples:

Horse: *ti-ta / ti-ta* (gallop)

Chicken: *ti-ti-ti-ti*

Dog: *ta — rest — ta*

This prepares them for the farm setting and supports auditory discrimination.

IV. Physical Education

1) Running game

The children run in a circle. When the teacher calls out an animal's name, they stop and turn into that animal. E. g. cat – cat pose on all fours, fox – crawling in place, cow – saying 'moo' on all fours, horse – galloping in place, hen – flapping elbows as wings.

2) Colour obstacle course

The teacher sets up an obstacle course using thin ropes or string (the course can be any shape) and places coloured cards between the strings to serve as "stations." The children must walk heel-to-toe between the stations ("chicken walk"), carefully following the line. At each station, they must perform the movement the teacher has taught them beforehand:

Squat at the yellow card.

Do a star jump at the red card.

Touch your toes at the white card.

Turn around at the orange card.

Raise your hands high at the blue card.

It's a good idea to practice this before the children start the obstacle course: when the teacher holds up a colour, the children must perform the movement. Then the children go through the obstacle course one by one and perform the movements at the stations.

V. Arts and Crafts

1) Mixing colours on paper

Prepare paints of red, yellow, blue and white. Guide children to discover how they mix. Demonstrate by mixing yellow and blue while asking the children: "What colour do you think I get if I mix yellow and blue?" Let them guess before you finish your painting, showing them green as a result. Suggest them trying to mix other colours, e.g. blue and red (purple), white and red (pink), yellow and red (orange).

2) Basic colour mixing with hands

Children dip one hand into one colour (e.g. yellow) and the other hand into another colour (e.g. green or blue). Then they rub their hands together and observe what new colour appears. Afterwards they can make handprints on paper to show the colour transformation.

VI. Mathematics

1) True or false statements

Teacher says statements and children have to decide whether they are true or false such as:

Duck has feathers.

Dogs cannot bark.

Cat gallop.

Cow says moo.

Horses have hooves.

2) Selecting toys by colours

Children have to find 5 toys in the kindergarten room in red, blue, yellow, orange and white colours. They have to name the toy in English, and tell the colour.

3) Shadow matching

Colourful pictures of animals are hidden all around the classroom, and shadows of them are placed on the carpet. When children find a picture, they place it on top of its shadow.

4) Pattern game

For this game, you will need several cards of the same animals. Create a pattern using animal flash cards, and ask children to continue the pattern. Do the same with different patterns. E. g., start the sequence with the following animals: one duck, one horse, one sheep and ask children to continue.

Variation 1: Children start their own patterns for the others to continue.

Variation 2: Children make their own patterns individually, repeating a given pattern three or four times.

After-Reading Activities

In this section, we offer some enjoyable and interactive after-reading activities in the different kindergarten content areas:

1. Language and Literature
2. Environmental Education
3. Musical Education
4. Physical Education
5. Arts and Crafts
6. Mathematics

I. Language and Literature

1) Storytelling with location map

Create a giant floor map with labelled areas: hill, valley, barn, farm, hen's house. Children move toy animals to each place as the teacher names them. They walk their figure "up the hill," "down to the valley," "into the barn" etc.

2) Picture retell: Sequencing the scenes of the story

After getting familiar with the story, sequencing is a valuable activity for young children as it helps them understand the order of events, develop storytelling skills, and build comprehension of cause and effect.

Select 4–6 key scenes of the story and get the children to put them in the correct order. You can either use simple and clear images of your own or you can use the kamishibai cards. Ensure the pictures are large, colourful, and easy to comprehend. Children put them in order and tell the story in simple words ("First... Then... Finally..."). This strengthens storytelling, sequencing, and basic vocabulary.

II. Environmental Education

1) Plant bingo

For this activity, it's a good idea to bring one or more cameras (tablets or smartphones) so you can take photos of the plants the children find. Each child receives 4 Post-It notes in

different colours (depending on the plants you expect to find, these could be green, white, blue, and yellow, for example). The group goes on a short walk to a nearby park or forest. Explain to the children that they need to look for plants whose colour matches the coloured Post-It notes they have. When they see a plant, they must hand the Post-It note of the same colour to the teachers. The teachers should take photos of the plants. Finally, when they have found plants of all 4 colours, they can shout, “Bingo!” After the walk, the group returns to the classroom, and together they look at the photos taken during the walk and discuss what flowers/plants they found in the four colours. Emphasize that the different plants can have the same colour. This helps the kids see and realize how colourful our world is.

2) Planting seeds

Kids plant seeds of lavenders, marigolds etc. in small pots and learn what plants need to grow—sunlight, water, and soil. They observe changes daily and record growth using drawings. This hands-on activity helps children understand responsibility, develop patience, and appreciate how plants support life. It also promotes care for the environment by showing how small actions help nature thrive.

III. Musical Education

1) Lavender Blue

Teach the song by singing it slowly while children gently sway purple scarves like “lavenders.” After singing, they can decorate a simple paper “dilly dilly” garden with purple flowers.

3) Emotion Mirror Game

The teacher teaches the “Feelings and Emotions Song” by The Kiboomers. The children look in a handheld mirror and try making happy, sad, silly, angry, scared and sleepy faces. The teacher sings along with the song together with the children and imitates the emotions mentioned in the song.

IV. Physical Education

Flower-swap

The children stand in a large circle. Everyone is given a flower name: cornflower, poppy, daffodil, marigold. The teacher calls out a flower name, and the children with that name must switch places. For example: “Poppies, swap places!” – At that point, the children called poppies swap places. However, if the teacher says, “Flower mix,” then all the children can swap places and form a nice new circle again.

Themed Freeze Game

The children gallop around the gym like horses. When the teacher claps, they must stop and listen to the teacher’s instruction: “Little horses, turn into cows!” Then the children continue moving as if they were cows in a meadow. There can be other instructions as well: “Little cows, turn into cats / dogs / sheep / chickens / foxes, etc.”

Variation: After the children have stood still, the teacher holds up coloured cards, and the children must move like the animal of that colour from the story: horse – blue; cow – yellow; white – dog; purple – fox; orange – cat. When the teacher holds up all coloured cards, the children can become any animal.

V. Arts and Crafts

1) Colour-mixing horses

Hand out pre-drawn horse outlines on paper. Provide the children with yellow, green, red, and blue paint, and let them mix the colours to create “rainbow horses.” This activity encourages creative expression and connects back to the themes in the story.

2) *The Blue Horse* collage

Create a collage inspired by Franz Marc’s *The Blue Horse*. Use various colours of crepe paper to depict both the horse and the vibrant background.

3) Flower printing activity

Children can use real flowers to print on a blue coloured paper. The flowers are painted in different coloured paints first, and then they are carefully printed on the blue paper.

4) Using wooden beads

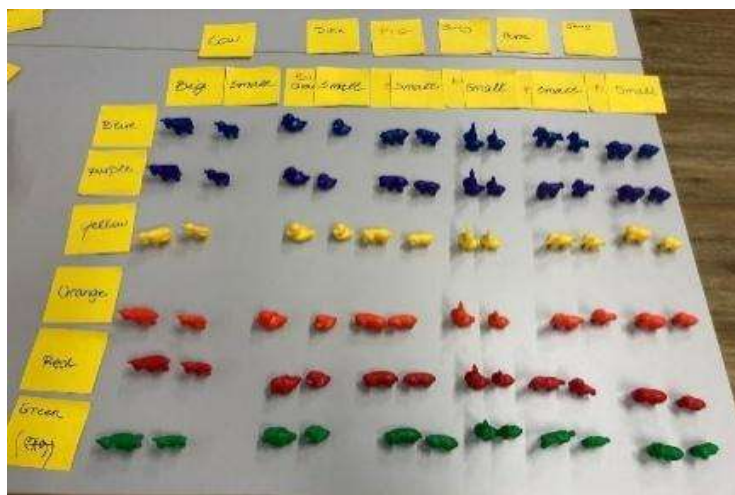
Children can string a necklace from wooden beads in the order in which the colours appear in the story.

Simpler version: The same without sequencing.

VI. Mathematics

1) Sorting domestic animals

Children can sort the animals according to sizes (big and small) and colours as it can be seen in the picture. (Any colour sorting animal toys can be used, or you can create your own animal cards.)



2) Solving puzzles

After learning the names of some animals and their homes, you can give children maths puzzles as in the example:

“If there are two horses in the stable and three more come in, how many horses are there in the stable?”

“If there are 5 cows in the field and 2 of them leave, how many cows are there in the field?”

2) Colour Sorting & Graphing

Children use coloured counters, pom-poms, or paper pieces to sort colours inspired by the story. Then they place them into a simple bar graph. Then they can compare quantities:

“Which colour has the most?”; “Which has the least?” This introduces data representation.

Rhymes and Poems

These rhymes and poems can be used at any point in the storytelling to make the experience even more enjoyable. However, in most places we have also included the serial numbers of the kamishibai picture cards to help teachers with the planning.

A Flower for You (for card 0)

A flower for you, a flower for me,
Colours grow as far as we see.
Yellow, red, and violet too,
Martin's farm is bright and new!

“The Tiny Seed” by Eric Carle (for card 0)

A tiny seed falls in the ground,
With sunshine and rain all around.
It grows and grows, then blooms so bright,
A little flower in the light.

Mary, Mary, Quite Contrary (for card 1)

Mary, Mary, quite contrary,
How does your garden grow?
With silver bells, and cockle shells,
And pretty maids all in a row.

Sometimes I feel alone (for card 1)

Sometimes I feel alone
Like no one hears me when I call,
The world feels quiet, big and wide,
I keep my feelings tucked inside.

Lavender's blue (for card 2)

Lavender's blue
diddle-diddle
Lavender's green.
When I am a king,
diddle-diddle
You shall be queen.

The Happy Horse (for card 3)

My little horse jumps in the sun,
He jumps, dances, has some fun.
With flowers blue and flowers red,
He shakes his mane upon my head!

Horsey Horsey (for card 3)

Horsey horsey don't you stop,
Just let your feet go clippety-clop.
Your tail goes swish and the wheels go round,
Giddy up, we're homeward bound.

We're not in a hustle, we're not in a bustle,
Don't go tearing up the road,
We're not in a hurry, we're not in a flurry,
And we don't have a very heavy load.

Horsey horsey don't you stop,
Just let your feet go clippety-clop.
Your tail goes swish and the wheels go round,
Giddy up, we're homeward bound.

Mr Sun (for card 5)

Mr Sun, Sun, Mister Golden Sun please shine down on me,
 Mr Sun, Sun, Mister Golden Sun hiding behind the tree.
 These little children are asking you, please come out, so we can play with you.
 Mr Sun, Sun, Mister Golden Sun please shine down on me.

Yellow cow (for card 7)

Yellow cow,
 White dog,
 Violet fox.
 Red horse,
 Blue horse,
 Everyone stops!

“On the Ning Nang Nong” by Spike Milligan (for card 9)

On the Ning Nang Nong
 Where the Cows go Bong!
 and the monkeys all say BOO!
 There’s a Nong Nang Ning
 Where the trees go Ping!
 And the tea pots jibber jabber joo.
 On the Nong Ning Nang
 All the mice go Clang
 And you just can’t catch ‘em when they do!
 So its Ning Nang Nong
 Cows go Bong!
 Nong Nang Ning
 Trees go ping
 Nong Ning Nang
 The mice go Clang
 What a noisy place to belong
 is the Ning Nang Ning Nang Nong!!

Rainbow horse (for card 11)

A horse ate a flower, bright and red,
It turned himself the same, he said.
He munched a bloom of sunny yellow,
And became a shining, golden fellow.

“Colour” by Christina Rossetti (for card 11)

What is pink? a rose is pink
By the fountain’s brink.
What is red? a poppy’s red
In its barley bed.
What is blue? the sky is blue
Where the clouds float through.
What is white? a swan is white
Sailing in the light.

Mixing Colors

Red and blue, yellow too,
Mix them all for me and you.
Orange, green, a purple hue,
Colors everywhere, it is true!

I Can Sing a Rainbow

Red and yellow and pink and green,
Purple and orange and blue,
I can sing a rainbow,
Sing a rainbow,
Sing a rainbow too.