

COLOURS

Activity Book and Teaching Guide

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This program is designed to be used with the 2007 edition of *Letters and Sounds*, available for free download from www.standards.dfes.gov.uk or www.teachernet.gov.uk/publications; email: dfes@prolog.uk.com; phone: +44 (0)845-60-222-60

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1 2 3 4 5 6 7 8 9 10 Printed in the United Kingdom

New letter groups: *i-e, a-e, ir, oy, ay*; /uh/ sound for *o* (in cover)

This unit includes words that have both British and US spelling variants (e.g. *colour/color*). Upon teaching the word *colour* in the word families, briefly mention that some words and sounds are spelled differently in different places. Page 12 further explains and gives examples of this concept.

Before introducing the written words, make sure that the children understand their meanings. It is suggested that you use either Synthetic Phonics or Inductive Whole-word Phonics.

Synthetic Phonics

Introducing the split letter groups *a-e* and *i-e*

Display the words *man* and *plan*. Have the children read them. Ask them what sound the *a* makes in the words. Say, “Yes it’s a short /a/ sound. Now, I am going to add a letter to the end of these words that will change the sound of the *a* and also the meaning of the word. Put on your thinking hats and see if you can figure out the new sound of the letter *a*.”

Add the *e* to *man* and then draw or show a picture of a lion and point to its mane. Add the letter *e* to *plan* and draw or show a picture of a plane. “What sound does the *a* make in *mane* and *plane*? Yes, if we add an *e* to the end of these words, just separating the vowel and the letter *e* by one consonant

(point to the letter), then it turns the short vowel sound into a long vowel sound /ay/.” Have the children say and experiment with the two different sounds. Display a few similar words from the word families for the children to practice reading. Repeat for *i-e*: *shin-e* and *pip-e* are good examples of words to use. The sound of the *i* changes from short /i/ to long /igh/. Read through the relevant word families together. Complete the activities on pages 5–7 before introducing the following new letter groups.

Introducing new letter groups *ir, oy, and ay*

If you have been making or using a display of all the letters and letter groups taught up to this point or are using flash cards, add the new letter groups to those already taught. Display one of the new letter groups for the children to see. Say the sound of the new letter group, or display some words from the word family containing the letter group, and see if the children can read them and figure out the new sound for themselves (/er/, /oi/, and /ay/).

Create an action to match the letter groups, such as: “Ir, ir, ir (make flapping wings action with hands) bird.” “Ay! Good day (thumbs up action).” “Oy, oy (action like stacking blocks) toy.” Go through some or all of the letter groups previously

taught, repeating for variant sounds where appropriate. Finish with the new letter groups.

Introducing alternative sound for o as in cover

Remind the children that some letters make more than one sound. Display the relevant words from the list starting with *colour*, read them to the children and ask them if they can figure out the new sound for the letter *o*.

Inductive Whole-word Phonics

First teach the word families on this and the following page one column at a time using spell-say (*m-a-k-e make*). After the children complete the activities on pages 5–7, go through the next word families one list at a time using spell-say (*d-i-r-t dirt*) and repeat for the first word of each list. See if children can then read the rest of the words in the list. Use spell-say if needed. Read the words

Word families: a-e

make	came	made	ate
take	game	blade	date
snake	same	grade	gate
bake	name	shade	hate
cake	blame	trade	late
lake	flame	parade	skate
flake	cave	ape	plate
shake	gave	cape	chase
milkshake	save	escape	amaze
awake	wave	grape	taste
mistake	forgave	shape	
		scrape	

list by list first going from top to bottom. Once children are familiar with the words, read across the word families.

Write the beginning of a sentence on a large piece of paper or on the board. List additional phrases that can be added to the initial sentence beginning to make the sentence longer and longer. Write: "We are going to play." Read the beginning part of the sentence with the children, then add

on a phrase. Examples of phrases to add on can include: "in a cave," "with my toys," "with Roy," "near the bay". Have the children read the whole sentence. Then add a new phrase. Have the children read the complete sentence each time the sentence is extended.

Word families: i-e

hide	fine	like	dime
ride	pine	spike	time
slide	line	bike	ripe
beside	mine	dike	invite
divide	nine	Mike	white
inside	vine	hike	prize
	shine	five	while
	valentine	hive	
		drive	
		alive	
		arrive	

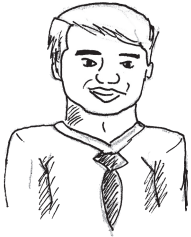
Word families: ir, oy, ay, o in cover

sir	boy	day	gray
dirt	toy	say	tray
shirt	joy	hay	pray
skirt	Roy	lay	spray
girl	destroy	may	stray
bird	enjoy	clay	stay
third	Floyd	play	delay
birth	royal		yesterday
first	annoy		today
	oyster		crayon

colour	do
color	to
cover	today
nothing	

Adding a final, silent *e* to change the vowel sound

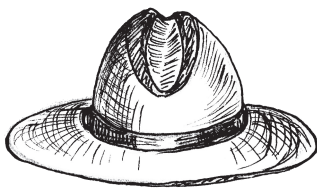
NOTES FOR PARENTS AND TEACHERS: Ask the children to read the first word in each of the four groups at the top of this page, and then explain how the word that is formed when an *e* is added has a very different sound and meaning although the *e* is silent. Have the children blend sounds if using Synthetic Phonics. Ask the children to suggest what the new word is. Below the pictures, have the children find the missing word and draw a line. Discuss the meaning of the words before and after adding a final *e*.



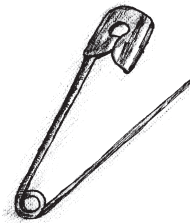
man + e = mane



can + e = cane



hat + e = hate



pin + e = pine

fin + e =

made

mat + e =

fine

fat + e =

rate

rat + e =

fate

mad + e =

mate

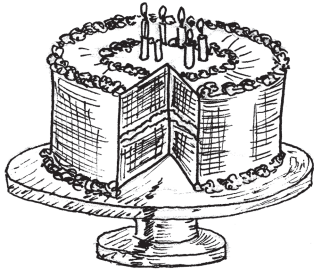
pal + e =

pale

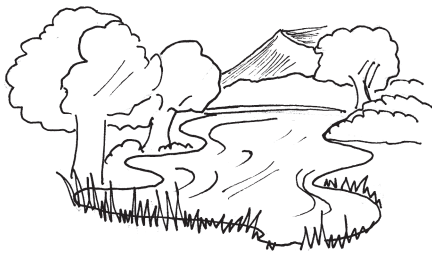
Circle the word that matches the picture



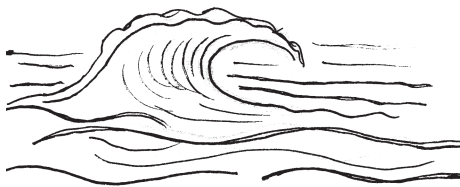
awake snake take



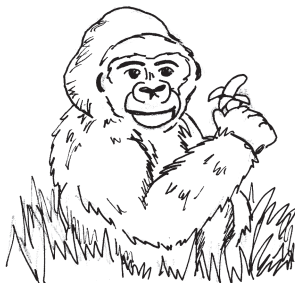
make bake cake



lake flake shake



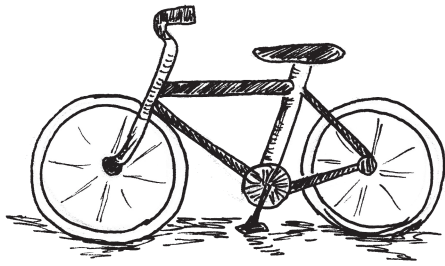
gave save wave



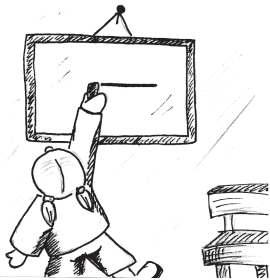
grape ape scrape

NOTES FOR PARENTS AND TEACHERS: Have the children describe or name each picture. Then using spell-say or sound-say, the children should read the three words next to the picture. Have the children circle the word which best describes the picture.

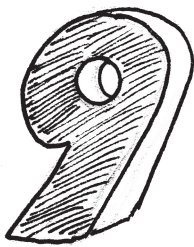
Circle the word that matches the picture



bike hike spike



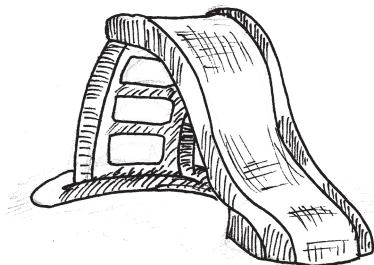
line wine dime



mine shine nine



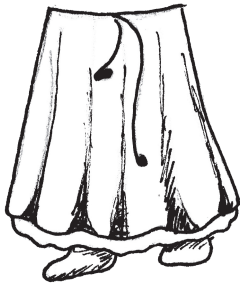
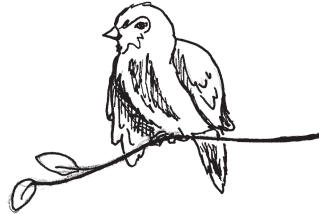
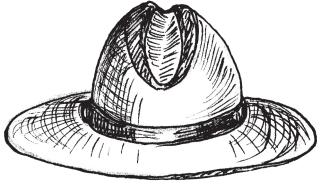
five hive drive



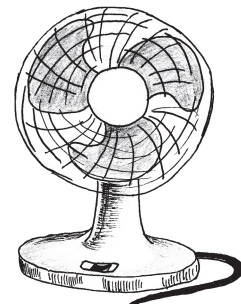
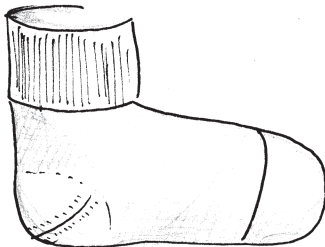
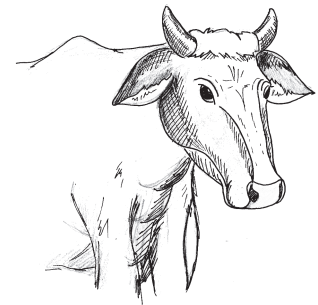
inside time slide

NOTES FOR PARENTS AND TEACHERS: Have the children describe or name each picture. Then using spell-say or sound-say, the children should read the three words next to the picture. Have the children circle the word which best describes the picture.

Circle the pictures that contain the /er/ sound spelled with ir



ir

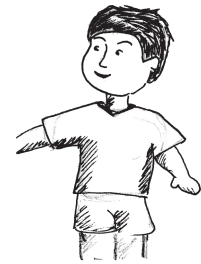
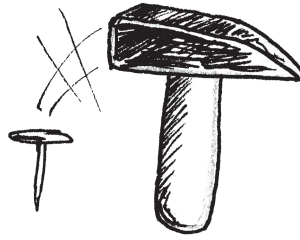
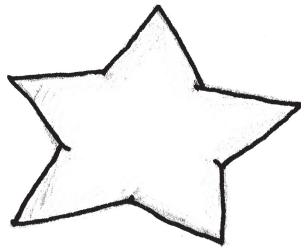


NOTES FOR PARENTS AND TEACHERS: Match the **middle** sound. Say words that have the /er/ sound spelled with *ir* and ask the children to identify what sound those words have in common. Then have the children say what each illustration is on this page and have them exaggerate the vowel sound. They should then draw a circle around the illustrations of words that contain *ir*.

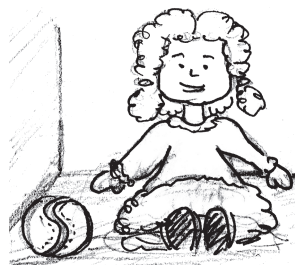
(clockwise from top-left: hat, bird, girl, cow, fan, shirt, sock, skirt)

Circle the picture that contains the letter group on the left

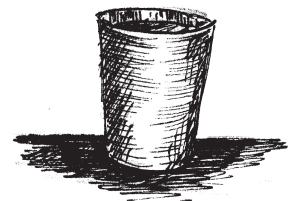
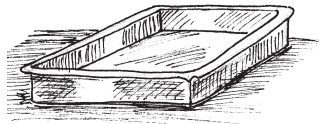
oy



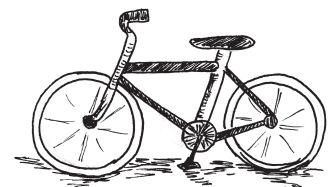
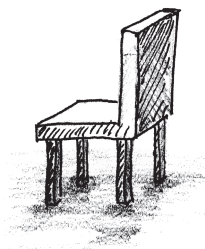
oy



ay

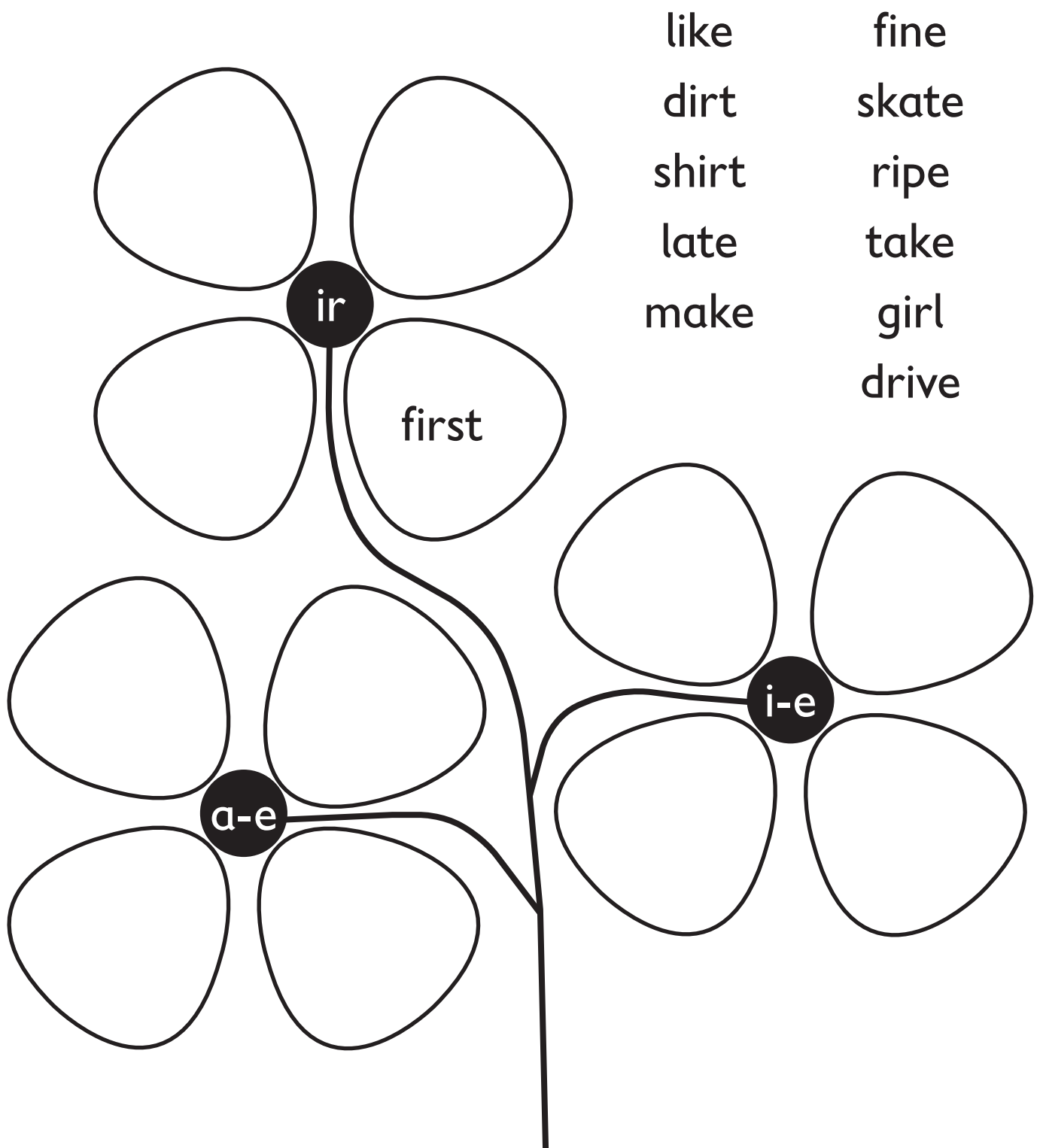


ay



NOTES FOR PARENTS AND TEACHERS: Have the children say the letter group at the beginning of each row of pictures. Then they should name the illustrated objects and circle the picture that contains the sound represented in the letter group. From top to bottom: *boy*, *toys*, *tray* and *pray*. (Extra on *ay* words: You may want to point out that the *o* in *today* sounds like the *o* in *to* and *do*. You might also want to show how we can join *birth* and *day* to make *birthday* and talk about what we do on birthdays.)

Sort words by spelling



NOTES FOR PARENTS AND TEACHERS: Have the children sort the words according to which of the three spelling patterns they contain. The children can write the words in the petals, or they can cut and glue the words on the petals. Alternatively, the children can draw lines from the words to the appropriate petals.

Match words to pictures that have the same vowel sound

came



dirt

hike



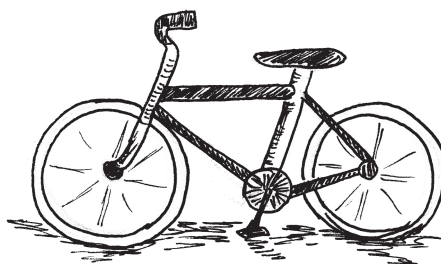
enjoy

third



prize

Roy



awake

NOTES FOR PARENTS AND TEACHERS: Have the children read all the words and name all the pictures (pictures from top to bottom: boy, girl, cave, bike).

Have the children sort the words and pictures according to the vowel sounds they contain (/oi/, /er/, /ay/, and /igh/). The children should name the vowel sound for each picture and then find one word on the right side and one on the left that have the same sound. They should then draw lines to connect all three. One has been done as an example.

Spelling differences: -our, -or

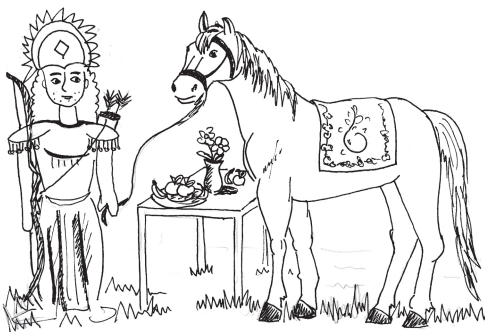
NOTES FOR PARENTS AND TEACHERS: Explain that in different parts of the world, people spell the same word a little differently. Ask the children to read the four sentences and notice the difference (one has a *u* in the word). Explain that in America and some other places, people do not use the *u*, but in most places they do. Have children write a description of the picture at the bottom of the page, using the words as they are spelled in their part of the world. (For example: The man puts on armor before the fight. His horse has a green color blanket.)



I see colour.
I see color.



He puts on armour.
He puts on armor.



Tricky word: *does*

NOTES FOR PARENTS AND TEACHERS: Say *does* and ask the children to suggest oral sentences using the word. Model some also. Then write *do* on the board or on a paper, and then write *does* next to it, and give oral sentences with each. Ask the children to describe how the sound changes in the way we might not expect when the word changes from *do* to *does*. Then write sentences with *does* using known words and ask the children to read them. (Samples: He does sit in the park. Does he help his sister? Does his dad work at night? Does she cook figs? She does peel the carrots when she cooks them. He does have pink and green pants.) Help as needed. Then ask the children to match the sentences to the pictures on this page, and answer the question at the bottom of this page.

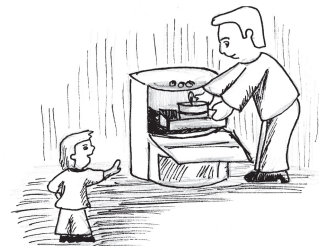
“How long does the cake take to bake?” he asked Dad.



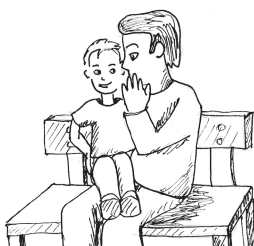
“Does this pen work?” Beth asked.



“This shirt does not fit me,” the boy said.



She does want to play with the kite.



Does he say it in Sam's ear?

- ☐ Yes, he does.
- ☐ No, he does not.

Substitute words to change the sentences

The snake swam in the lake.

The _____ swam in the lake.

The boy _____ in the lake.

The boy enjoyed in the _____.

parade

boy

enjoyed

A girl rides the bike.

_____ rides the bike.

Mike _____ the bike.

Mike hides the _____.

Mike

cake

hides

NOTES FOR PARENTS AND TEACHERS: First write a sentence on a board or on a piece of paper (Example: *Girls like to play all day.*). Rub out or erase one word and substitute it with another word (Example: replace *girls* with *boys*). Ask the children to read both sentences and check if they make sense. Then continue substituting words (Example: replace *play* with *hike*, then replace *all day* with *today*). Each time ask the children to read the sentence. Repeat with other sentences. Help the children complete the activities on the top of this page and ask them to do the bottom independently.

Mark the sentence that matches the picture



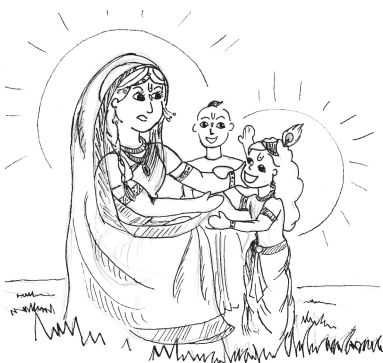
- ☐ The snake that stays in the cave can say, “Ssss.”
- ☐ I do not like the dirt on my shirt.



- ☐ The girls make a cake.
- ☐ The boys say they will make a milkshake.



- ☐ The cowherd boys go inside the snake.
- ☐ The tray they gave was full of sweets.



- ☐ You cannot hide the boys from Krishna.
- ☐ The boys tell Yashoda that Krishna ate mud.

NOTES FOR PARENTS AND TEACHERS: Have the children read each sentence using spell-say or sound-say as needed. Then have them mark the box next to the sentence that best describes the picture.

Mark the correct word to complete the sentence

The little boy has
dirt on his

☐ shirt.

☐ first.

The boys have been
playing all

☐ say.

☐ day.

What time is the

☐ stay?

☐ parade?

Today is my birthday.
May I invite Mike to

☐ tray?

☐ play?

I like the colour

☐ red.

☐ save.

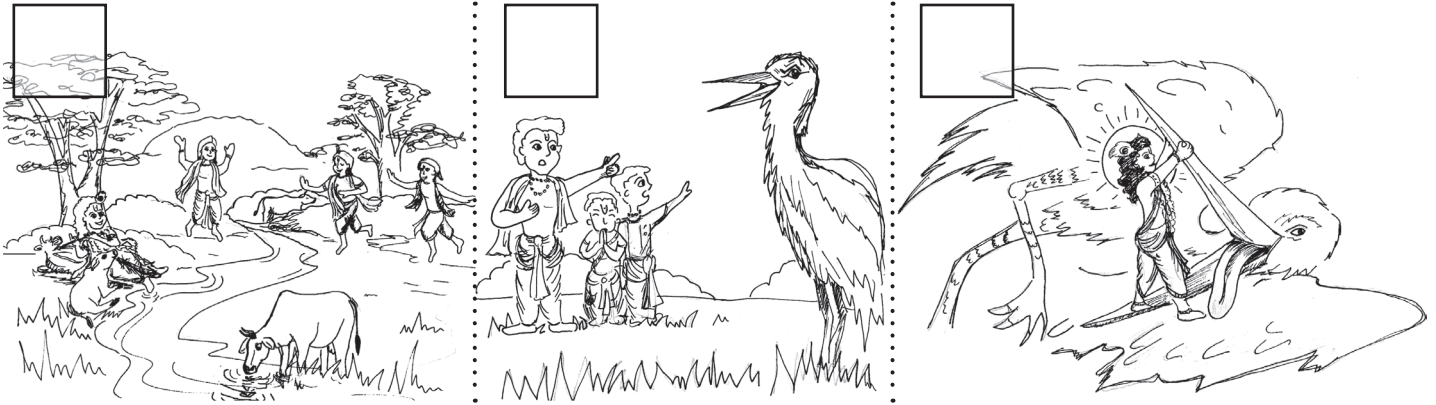
Her skirt is long and

☐ time.

☐ white.

NOTES FOR PARENTS AND TEACHERS: The children should choose the correct word to complete the sentence by marking the box.

Mark the correct word and number the pictures to match the sentences



1. The boys _____ when they walk with the cows. Then they take the cows to drink water from the river.

☐

delay

☐

play

☐

spray

2. While resting, they see a very big bird. The wicked bird does not want Krishna to be _____.

☐

nine

☐

lemonade

☐

alive

3. The wicked bird puts Krishna inside, but Krishna _____. Krishna then kills the bird.

☐

five

☐

mine

☐

escapes

NOTES FOR PARENTS AND TEACHERS: Have the children mark the box next to the missing word. Then they should match the illustrations to the text by writing the sentence numbers in the boxes next to the corresponding pictures.

CREATING THE ATMOSPHERE

Explain that this is a book about the festival of Holi. Ask the children what they know about Holi. Listen to and respond to their understandings and experiences. Read the story relating to Holi on page 24 of this book. You may also read the story of Sankacuda from Krishna book or Bhagavatam. Explain where we get colours from to make paints, cosmetics, and other items.

INTRODUCING THE BOOK

Have the children read the title and discuss the illustration on the front cover. Say the title of the book. Read the blurb on the back cover.

pp. 2–3: “What can you see in the illustration?” (Some children reading a book) “Who is in the book they are reading?” (Krishna) Ask the children to scan the text to see if they can find any names. Point out *Nandi*. Explain that there is only one name and two children and that we will have to keep reading the book to find out who Nandi is. Remind the children that the blurb tells us that this book is about the festival Holi. Have the children find *Holi* in the text.

pp. 4–5: “What can you see in the illustration?” (plants) “What different colours do you see in these plants? What do you think the words are about on the illustration page?” (They are labeling and naming the plants.) Read the text (not the text on the illustration page) with the children.

pp. 6–7: Discuss the illustrations. Ask the children to see if they can find and read any of the new words in the text. (dirt, colours)

pp. 8–9: “What are the boys doing?” (smashing and mashing the plants) “What are they making by smashing and mashing the plants?” (colours) Have the children find *boys*, *like*, *tray* and *make* in the text.

pp. 10–11: Read with the children: *But Nandi just*

looks. He is not helping. Nandi does not want to play Holi. Ask a child to point to Nandi in the picture. “Yes, this must be the character Nandi.”

pp. 12–13: “What are the girls cooking to make colour?” (beetroot) “What is Nandi doing?” (He is not helping the girls. He just looks.)

pp. 14–15: Discuss the picture. Have the children scan the text and tell a partner or you what the girls are saying. (We will have fun playing with colour.)

pp. 16–17: “Oh! What’s about to happen? It is time to play Holi! But look at Nandi’s face. I wonder why he looks like that?”

pp. 18–19: Discuss the picture. “What is Nandi doing?” (He is running and is red.)

pp. 20–21: “Mum is washing Nandi. The red comes off his leg easily because it is made from plants and rocks.”

pp. 22–23: “Nandi is not red, but look at his shirt! What colour is it?” (red) “Yes, the red stayed on his shirt, but Nandi doesn’t seem to mind. He is smiling in the picture.”

TEXT CHARACTERISTICS

Discuss with the children how the author of the story has organized the book for the reader. Talk about the way the pictures expand and support what we read (They tell the same story using pictures). Choose some pages as examples. Discuss what it would be like to read page 10 and have the picture on page 20 next to it. (It would be confusing.)

Explore the pronouns *he*, *they*, *we*, and *it*. Search the book looking for a sentence containing a pronoun. Read the sentence and ask the children “Who or what are they talking about? Who is he? What is it? How do you know?” Discuss why we sometimes use pronouns like *he*, *she*, *they*, and *we*. (It’s easier to say, read and write sentences

using them.) Write a sentence using names on the board. (Examples: Fran is a girl. Fran likes to jump.) With the children, change one of the names to a pronoun checking if the information can still be understood. You can mention the word *pronoun* to the children, but at this point do not expect them to memorize or understand its meaning in great detail or in isolation.

READING THE BOOK

If using Synthetic Phonics or Inductive Whole-word phonics, children should read out loud. If using Guided Reading, children should read silently. If they struggle with a word, have them spell-say or sound-say, refer to the word lists, use picture cues, or context cues.

Look at the cover: Can the children read the title without pointing? “Well done; you read the title only using your eyes.”

pp. 2–3: Can the children read the words *Nandi* and *Holi*? Are the children able to read the words with initial consonant blends? If they need help, say, “Try covering up the first one or two letters in *spring*. See if you can read it now. Yes, it says *ring*. Now add *sp* to *ring*. Great, you read *spring*.” Have the children predict what might happen next. Discuss how Nandi might be feeling.

pp. 4–5: Can the children read *beetroot* and *safflower*? If they struggle, say, “Look for the word you know. Try covering part of the word before you read it.”

pp. 6–7: Can the children read the word *make*? If the children struggle, quickly show them the relevant word family to see if this helps them to remember. If they still struggle, read some of the other words in the same word family, such as *lake* and *take*.

pp. 8–9: “Do you think the boys will ask Nandi to help? Do you think he wants to help? How do you think he is feeling now? Why?”

pp. 10–11: Do the children read with expression? “Who is ready for Holi? Can you see the exclamation mark? What does this mean? How do you

think the boys must be feeling? Can you read what they are saying to make it sound like they are excited? Wow! You can read with expression. Look at Nandi. I wonder why Nandi doesn’t want to play Holi; can you guess why?”

pp. 12–13: Do the children read words with the letter group *ir* without difficulty? If not, say, “Can you remember what sound the letter group *ir* makes? (/er/) Yes, now read the word (*girl*) again.” If the children struggle, quickly show them the word family to see if this helps them to remember. If they still struggle, read some of the other words in the same word family such as *dirt* and *bird*.

pp. 16–17: Do the children read with expression, especially the word *stay* in bold? If necessary, model this for them. “Why does Nandi not want to play Holi?” (His leg might stay red.) “Why do you think Nandi is not moving away from the boys who are about to play Holi?”

pp. 20–21: Do the children pause at the comma when reading? “This is called a comma. It separates one part of a sentence from the rest, and when we read a sentence with a comma, you can pause at the comma for a second.”

pp. 22–23: “How is Nandi feeling now?”

AFTER READING THE BOOK, RETURNING TO THE TEXT

Drills and games

Have the children look through the word families with you. Tell them a rhyming sentence such as *I might get dirt on my skirt*. Have the children work in pairs and make up their own rhyming sentences using the words from the word families. Explain that the sentences can be funny and don’t have to make complete sense. When the children are done, ask them to share their ideas with the group.

How the characters’ feelings change

Pick a character and discuss how his or her feelings change throughout the book. For example, “Nandi here on page 20 seems to be annoyed that

his skin is red, because the picture shows him looking at his red skin with a frown on his face. His mother is reassuring him by saying, 'It will not stay.' But here on page 22 he is smiling and looking eager. He is saying 'My shirt is red. I like red! I will go and play Holi now!'" Then have the children work in pairs to describe how a character's feelings change in the book and then share their findings with the class. Avoid *happy* and *sad*.

Identifying plot elements

"What is the problem that Nandi has in this story?" (He is worried he might get a red leg and that it might stay red, so he doesn't want to play Holi.) "How is Nandi's problem solved?" (When his mother washes him, he sees that the red does not stay on his leg. Then he is no longer worried and he goes to play Holi with the other children.) "What does this book teach us?" (Theme: We are sometimes scared of things because we don't know enough about them. Factual knowledge: Colours can come from plants and rocks, and Holi is a festival that happens in spring where people throw colours at each other.)

Finding answers exercise

Model for the children how to find an answer by looking in the text. Ask the question, "Where will the colours come from?" Then both show and explain how you use the book to get the answer from both the picture and the text. For example, you could say, "On pages 4–7, I can read in the text that the colours come from plants and rocks. I can also see the rocks and plants in the illustrations."

Have the children find answers to the following questions, and explain the reasons for their answers. This can be done with a partner or as group work. Every child should answer at least one factual question and one inferential question. It is best if all children answer all questions. For the inferential questions, there is no "right" answer, and what is most important is for the children to explain their process and reasoning based on the book.

Fact questions

- ♦ What did the boys do with the plants to get the colours out of them? (smashed and mashed them)
- ♦ Did Nandi's leg stay red? (no)
- ♦ What colour did the girls get from cooking the beetroot? (pink)

Inferential questions

- ♦ Did Nandi like Holi after he realized that his leg would not stay red?
- ♦ Where does this story happen?

Each child should now read the book out loud with fluency and expression. If needed, model this first.

FURTHER ACTIVITIES

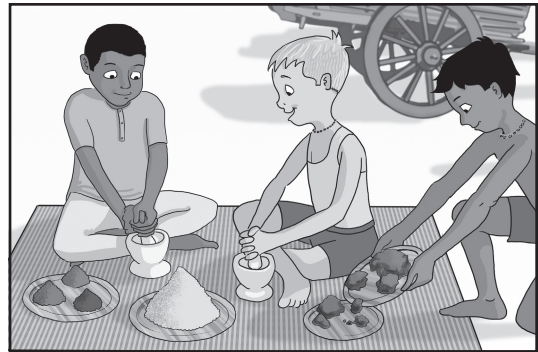
Follow some of the ideas in the book and make colours with the children. (Further research as to the methods of obtaining colours from plants and minerals may be required.) They can even dye some cloth using different methods such as tie dying. Have the children record the process through using writing and photos. Create a display with all the information they have gathered.

Give the children a colour to search out. Take them for a walk outside and see how many different things they can see in the environment that are the same or similar colour. Whenever possible, have the children collect samples. If not, have them record what they find through writing or drawing.

- ♦ Plan and arrange a Holi festival.
- ♦ Discuss living and celebrating in an environmentally friendly way.
- ♦ Research about the plants and minerals listed in the text and put up displays in the room or bring in samples when possible—discuss the history and use of one or several plants or minerals.
- ♦ Read the story on page 24.

Match questions to picture answers

How do the girls
get deep pink?



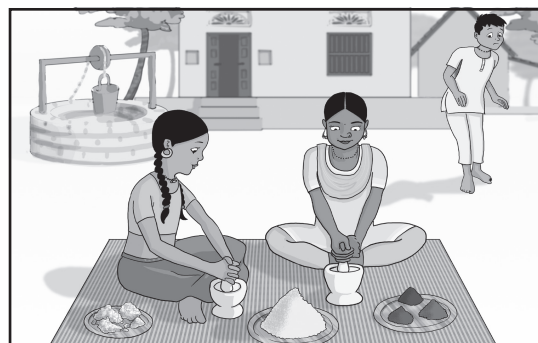
Does the paint
stay on Nandi's
shirt?



Does Nandi help
the girls make
colours for Holi?

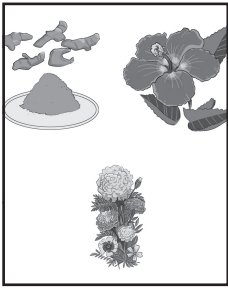


What do the boys
do with the rocks?

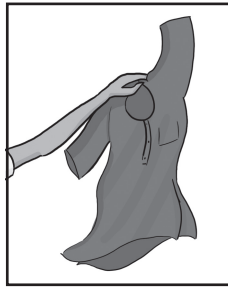


NOTES FOR PARENTS AND TEACHERS: Photocopy this page and cut out the questions and pictures. Have the children read the question using spell-say or sound-say as needed. After reading each question, the children should place the picture that answers the question on top of the question. If you don't want to photocopy the page, the children can also draw lines from the questions to the picture answer.

Write the word that fits the clues



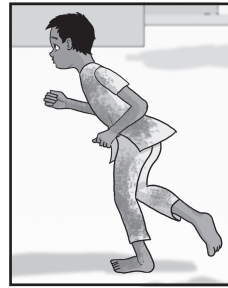
plants



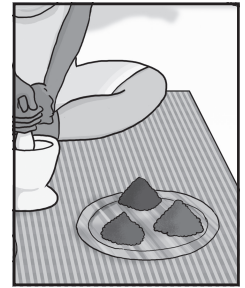
shirt



leg



Nandi



colours

They can be smashed.

They make colours with them.

He thinks the colour will stay.

He gets washed.

They use them for Holi.

They are not the same.

It was red.

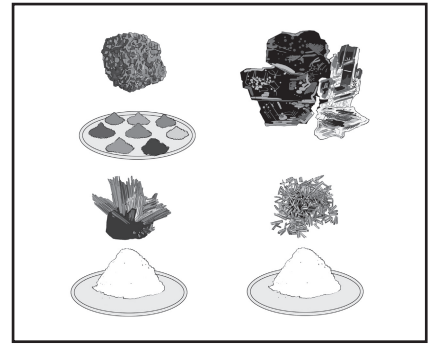
It stayed red.

It was red.

It did not stay red.

NOTES FOR PARENTS AND TEACHERS: Have the children use the picture clues to find out what word makes both sentences true. Have the children write the word on the line provided. You can also photocopy the words and have the children paste or glue them on the lines.

Match subjects to predicates



Holi is a day

make colours, too.

The colours come

to play Holi.

Some rocks

from plants.

It is time

to play with colours.

The red will come off

your leg.

NOTES FOR PARENTS AND TEACHERS: The children should find the other half of the sentence and draw a line to match. They can use the picture clues to help. You may also photocopy the page and have the children cut out the pictures and sentence parts, then glue the corresponding parts and pictures on paper.

The following story is to be read out loud to the children during the *Creating the Atmosphere* part of the sample teaching plan (pages 18–20). It may also be read as a Further Activity. This is not designed for the children to read themselves.

It is spring and everywhere there are flowers with many colours. Krishna and His gopis, the cowherd girls, meet in the middle of the day to play with coloured water and powders. They throw balls made of flowers at each other. They spray coloured water from big syringes to squirt each other. Krishna and the gopis get all wet! And their clothes become all different colours! They also throw coloured powder all over each other's clothes, faces and hair. It is a lot of fun! Sometimes Krishna's cowherd boyfriends, the gopas, also play Holi. There can be a team of cowherd boys on Krishna's side and cowherd girls on Radha's side. Many times Krishna's friends sing special melodies (ragas) about springtime while they are playing. It's like they are using each other's bodies like big pieces of paper or canvas to paint on with so many colours. Afterwards, they swim and play in beautiful ponds, lakes, and rivers, and put on clean clothes.

Krishna doesn't have to play Holi only once a year. We have the start of spring once every year. But in the spiritual world all the seasons are there at one time! There is a forest where it is always summer. There is a forest where it is always winter—a pretty winter that is just a little bit cool. There is a forest where it

is always spring. And, when Krishna and His friends visit the springtime forest every day, they play Holi.

Krishna loves all the forests for each season. Spring is especially nice. In the Bhagavad-gita, Krishna says that of all seasons, He is spring which is full of flowers. The smells, the fragrance of the flowers, also comes from the earth. Krishna says He is the sweet smell of the earth. Isn't it amazing that all flowers come from the same earth but have so many different colours and smells? Krishna likes to be decorated with flowers more than He likes to be decorated with gold and jewels! Krishna and His friends sometimes make jewellery out of flowers by cutting and folding them. Sometimes during Holi they throw so many flowers and flower petals at each other that it looks like fireworks.

All the colours that Krishna and His friends use come from nature. They are very healthy for the body and good for the water and the land. They use turmeric and indigo and make turmeric into kumkum. They take minerals from rocks and colours from roots. They get colours from nuts like walnuts. These colours feel wonderful on their bodies. When they go swimming, the water looks very pretty from all the different colours floating in different designs. And the water stays pure and clean. When the colours fall on the ground, they are good for the earth, because they came from the earth.