

¿De qué color es?

Lesson Overview

3

Learning Target

Students identify colors and provide information about colors around them.

Performance Targets

- Students comprehend the question, “¿De qué color es?”
- Students answer the question and identify colors in Spanish.

Circle Time



Lesson Activity: *El juego de los colores*

Vocabulary and Phrases

| | |
|-------------------|-------------------|
| ¿De qué color es? | What color is it? |
| Es... | It is... |
| rojo | red |
| anaranjado | orange |
| azul | blue |
| amarillo | yellow |
| verde | green |
| negro | black |
| blanco | white |
| rosado | pink |
| morado | purple |
| café | brown |

Songs and Poems (Track #)

Sonrisas CD

Cada vez que nos juntamos (1)
Buenos días (2)
Me llamo, me llamo (3)
Cabeza, hombros, piernas, pies (4)
Mi cuerpo (5)
Uno, dos, tres, cha cha cha (6)

Canciones Culturales CD

Tortillitas (4)
De colores (8)

Story Time



From the Storybook Set

Sali de Paseo, by Sue Williams

Other Book Suggestions

Pinta ratones, by Ellen Stoll Walsh
Cómo nació el arco iris, by Alma Flor Ada
¿De qué color es?, by Stephanie Longfoot
Momentos hermosos en el reino animal: Los animales y sus colores, by Stephanie Maze
Papalotes, by Bettina Ling
Oso pardo, oso pardo, ¿qué ves ahí?, by Bill Martin, Jr. and Eric Carle

Art Time



¿De qué color es el oso?
Magia con playdough
Papalotes

3

¿De qué color es?

Summary: Through the game, the story, the art project, and the Portfolio Activity, students learn to identify the colors in Spanish and engage in conversation about the colors they are wearing.

Supplies: Several sheets of construction paper of different colors

Resource CD: Lesson 3: Art Project Model; Art Project Reproducible 1 and 2

First Session

1. Greeting and Roll Call
2. Circle Time
 - Warm up with songs, chants, and poems.
 - Review: Play the *Me llamo* game from Lesson 1 and the *Hola y adiós* role-play from Lesson 2.
 - Play *El juego de los colores*:
 1. To begin, choose three different colors of construction paper and hide the sheets behind your back.
 2. Tell students that you are going to hold up a color, and that anyone who is wearing that color on his/her clothes will stand up. (Keep your Spanish simple and use gestures to explain.)
 3. Then pick one color, hold it up, and ask, “¿Quién lleva rojo?”
 4. As students look for *rojo* on their clothes, point to their clothes and say, “Tú llevas rojo aquí; Levántate.” (As you say this, make a gesture for students to stand up.)
 5. Once students are standing, ask each one, “¿Dónde está el color rojo?”
 6. They may respond with “¡Aquí!” or they may point to their clothing and say, “¡Rojo!” Reinforce their responses by saying, “Muy bien” or “No, no llevas rojo. Siéntate.” (Gesture for them to sit.)
 7. Once everyone standing has responded, hold up the paper and say, “¡Rojo!” and have students repeat.
 8. Tell the standing students to “Siéntense.” (Gesture for them to sit.)
 9. Repeat with the other colors.
3. Story Time
4. Art Time
5. Goodbye

Second Session

1. Greeting and Roll Call
2. Circle Time
 - Warm up with songs, chants, and poems.
 - Review: Play the *Me llamo* game from Lesson 1 and the *Hola y adiós* role-play from Lesson 2.
 - Repeat *El juego de los colores* from the first session.
3. Story Time
4. Art Time
5. Assign Portfolio Activity #3 (page 9) in the Student Portfolio.
6. Goodbye

Helpful Hint

El juego de los colores offers many opportunities to extend language skills. As students become more advanced speakers, you can have them respond with phrases such as “Tengo rojo” or “Llevo rojo aquí.” The students who are not wearing red can say, “No tengo/llevo rojo.”

Art Project Procedure



¿De qué color es el oso?

Summary

Students glue bits of paper on a bear and label it with the answer to the question, “¿De qué color es el oso?”

Materials

Precut bits of paper, all different colors

¿De qué color es el oso? photocopy, one for each student (see Resource CD or Reproducibles, page 213)

Glue

Procedure

First Session

1. Show students a model of a finished art project (see Resource CD). Point to the different colors, say the colors in Spanish, and have students repeat.
2. Model how to glue the bits of paper on the *oso*. As you model, say the names of the colors you are gluing in Spanish.
3. Have students glue the bits of paper on their *osos*.

Second Session

1. Pass out students' *osos*. Allow more time for gluing if needed.
2. Walk around to each student, point to a bit of paper on the *oso* and ask, “¿De qué color es?” If students can't remember the vocabulary, say it for them and have them repeat it.
3. Help students write the name of the color they say next to that bit of paper on their *oso*.
4. Repeat with several colors.



Helpful Hints

1. You can take two sessions to finish the gluing the bits of paper.
2. You can still do the writing part of the project on the second session as students are finishing gluing. For younger students, you may have to write the names of the colors for them.



Magia con playdough

Summary

Students combine two differently colored clumps of playdough to form a larger clump of a new color in order to explore the names of the colors in Spanish.

Materials

Recipe for premade red, blue, and yellow playdough:

- Combine one cup flour, one cup salt, one cup blue water (dyed with food coloring), and one tablespoon cream of tartar in pot.
- Place pot over low heat and stir until dough forms a ball.
- Remove from pan; cool, then knead on cutting board until smooth and pliable.
- Repeat process with yellow- and red-dyed water.

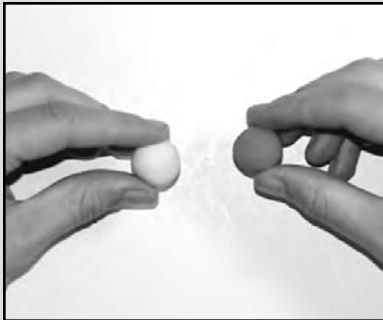
Procedure

First Session

1. Show students three clumps of playdough and ask, “¿De qué color es?” Have students respond with the correct color. If they can’t remember, say it for them and have them repeat it.
2. Demonstrate how to make a *pelota* by taking off a small piece of one clump and forming a ball.
3. Let each student pinch off a piece of the color of their choice and form a ball. As they do this ask them, “¿De qué color es?”
4. Have them repeat this process with another color.
5. Let students play independently with their playdough *pelotas*. As they do, go around and ask them, “¿De qué color es?”

Second Session

1. Tell students you are going to perform a magic trick by kneading two playdough balls together to form a new ball of an entirely different color. Demonstrate.
2. Have students try it with their own playdough balls. As they do this ask them, “¿Ahora de qué color es?”
3. Allow students to experiment with other combinations.



Helpful Hints

There are many different recipes for playdough. We’ve offered the one above because it is a malleable, long-lasting dough that won’t dry up too quickly. Use a lot of food coloring to make vivid colors. If you don’t have time to make your own dough, store-bought Play-doh® works well for this project because the colors are so bright.

Art Project Procedure



Papalotes

Summary

Students color or paint a *papalote* and answer the question, “¿De qué color es?”

Materials

Papalotes photocopy, two for each student (see Resource CD or Reproducibles, page 215)

Colored yarn (precut the yarn into strips that can be used for tails of the kites)

Paint or crayons

Stapler

Scissors

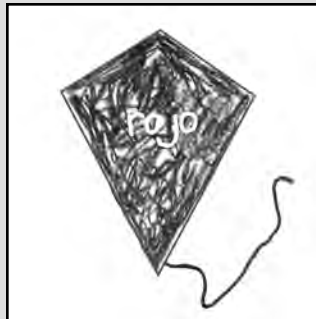
Procedure

First Session

1. Have students paint or color their kites in a solid color of their choice. As they do this ask them, “¿De qué color es el *papalote*?” Have students write the name of the color on their kites (or you can do it for them).
2. Have students cut out their kites from the photocopy.
3. Have students choose a tail for their kite using the colors vocabulary. Ask them, “¿De qué color es?”
4. Staple the tail onto the kite.
5. Let students play with kites. As they do, go around and ask them, “¿De qué color es el *papalote*?”

Second Session

1. Repeat the process from the first session with a different colored kite.



Helpful Hints

A variation on this art project is to do the *¿De qué color es el oso?* project using kites instead of *osos*.

TENGO HAMBRE

Lesson Overview

23

Learning Target

Students express the feeling of being hungry.

Performance Targets

- Students identify fruits in Spanish.
- Students comprehend the question, “¿Tienes hambre tú?”
- Students answer the question using the phrase, “(Sí/No,) yo (no) tengo hambre.”

Circle Time



Lesson Activity: *Tengo hambre* activity

Vocabulary and Phrases

| | |
|--------------------------------|----------------------------|
| ¿Tienes hambre tú? | Are you hungry? |
| (Sí/No,) yo (no) tengo hambre. | (Yes/No) I'm (not) hungry. |
| (Ella) tiene hambre. | (She) is hungry. |
| la manzana | apple |
| la pera | pear |
| la ciruela | plum |
| la fresa | strawberry |
| la naranja | orange |

Songs and Poems (Track #)

Sonrisas CD

Cada vez que nos juntamos (1)
Buenos días (2)
Uno, dos, tres, cha cha cha (6)
Diez gatitos (9)
Había un chorrillo (11)
Moscas en la leche (16)
Debajo de un botón (17)
Naranja dulce (28)
Bate, bate, chocolate (8)

Canciones Culturales CD

El huevo (6)
Tortillitas (4)
Toma maté (15)

Story Time



From the Storybook Set

La oruga muy hambrienta, by Eric Carle

Art Time



La oruga hambrienta

Summary: Through the activity, the story, the art project, and the Portfolio Activity, students learn to express the feeling of being hungry.

Supplies: *La fresa* photocopy, with a hole in it, as in the story (see Resource CD or Reproducibles, page 261) and a finished model of an *oruga* from the art project (see page 144)

Resource CD: Lesson 23: Lesson Activity; Art Project Reproducible 1 and 2

First Session

1. Greeting and Roll Call
2. Circle Time
 - Start with calendar activities.
 - Warm up with songs, chants, and poems.
 - Review with games and activities from previous lessons.
3. Story Time
 - After reading the story, do the *Tengo hambre* activity:
 1. Remind students how hungry the caterpillar was in the story. Tell students, “*Yo tengo hambre también.*” (Rub your belly as if you were hungry.) Have students repeat the phrase with the gesture.
 2. Then ask students, “*¿Tienes hambre tú?*” (Rub your belly as you ask the question.) Help them respond by saying, “*Sí, yo tengo hambre*” or “*No, yo no tengo hambre.*” Have students repeat the phrases.
 3. Show students the *La fresa* photocopy (you may want to laminate it) and your *oruga* (from the art project) and say, “*Ella tiene hambre.*” Then have the *oruga* take an imaginary bite out of the strawberry where the hole is.
 4. Hold up the strawberry and say, “*Yo tengo hambre.*” Then take an imaginary bite out of the strawberry where the hole is.
 5. Then hold up the strawberry and ask a student, “*¿Tienes hambre tú?*” If the student says he or she is hungry, then say, “*Come la fresa.*” Let the student take an imaginary bite out of the strawberry.
 6. Repeat this with other students.
4. Art Time
5. Goodbye

Second Session

1. Greeting and Roll Call
2. Circle Time
 - Start with calendar activities.
 - Warm up with songs, chants, and poems.
 - Review with games and activities from previous lessons.
 - Repeat the *Tengo hambre* activity.
3. Story Time
4. Art Time
5. Assign Portfolio Activity #23 (page 53) in the Student Portfolio.
6. Goodbye

Helpful Hints

Students really get into this activity, especially when you ham it up with the *oruga* and the imaginary eating of the fruit. You may want to finish the art project before you do the activity in the second session so students can use their own *orugas* in the activity.

Art Project Procedure



La oruga hambrienta

Summary

Students make an *oruga hambrienta*.

Materials

La oruga hambrienta photocopy, one *oruga* for each student (see Resource CD or Reproducibles, page 263)

La fresa photocopy, one for each student (see Resource CD or Reproducibles, page 261)

Crayons

Glue

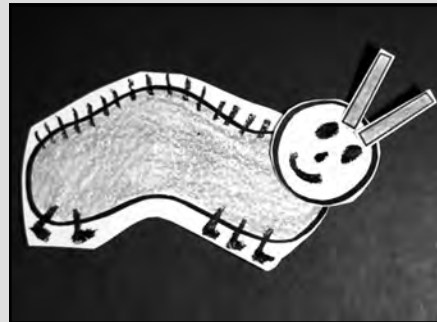
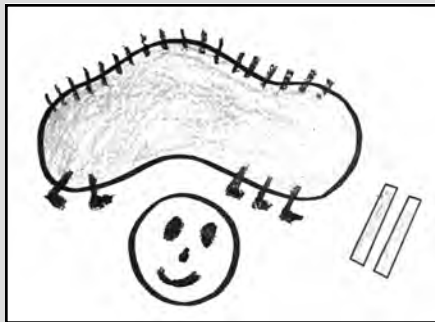
Procedure

First Session

1. Model how to draw eyes, nose, and mouth on the head of the *oruga*. Then model how to draw little feet and hairs on the body.
2. Have students draw these on their own *orugas*. Then have them color the antennae and the body.
3. Model how to glue the head on the body and the antennae on the head.
4. Have students cut out the *oruga* body parts and glue them together.
5. As students are working, go around and point to each *oruga* and ask, “¿Ella tiene hambre?” Have students respond appropriately. Then ask, “¿Tienes hambre tú?” Have students respond appropriately.

Second Session

1. Pass out *La fresa* photocopies and have students color them.
2. As students are working, go around and point to each *oruga* and ask, “¿Ella tiene hambre?” Have students respond appropriately. Then ask, “¿Tienes hambre tú?” Have students respond appropriately.
3. Allow students to play with their *orugas* and the strawberry with the hole. Encourage them to use the vocabulary from the lesson as they play.



Helpful Hints

You may need to help younger students cut out the *oruga* body parts. Remind students that they only need a little bit of glue to glue on the body parts.