

¿De qué color es?

Lesson Overview

3

Communication Objective

Students identify colors and provide information about colors around them.

Language Outcomes

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

Circle Time



Lesson Activity: *Me llamo* game

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



Book Suggestions

Sali de Paseo, by Sue Williams
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: *¿De qué color es el oso?* photocopy, *Papalotes* photocopy (see Resource CD or Reproducibles, page 283), 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. Good-bye

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. Good-bye
6. Assign Portfolio Activity #3 (page 9) in the Student Portfolio.

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.”

Standards Correlation

1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 5.1

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 Reproducibles, page 251)

Glue

Procedure

First Session

1. Model a finished *¿De qué color es el oso?* project. 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

You can take two sessions to finish gluing the bits of paper. 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.

Art Project Procedure



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.

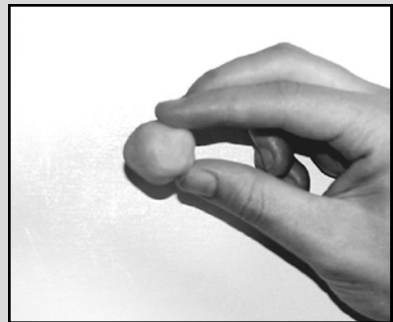
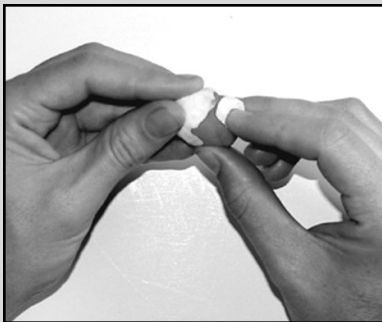
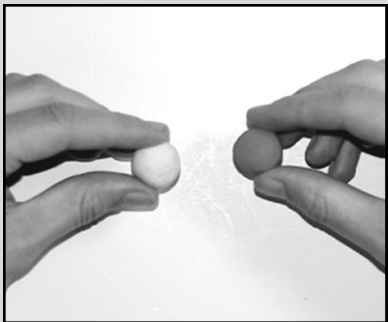
Procedure

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 Reproducibles, page 253)
Colored yarn (precut the yarn into strips that can be used for tails of the kites)
Paint or crayons
Stapler
Scissors

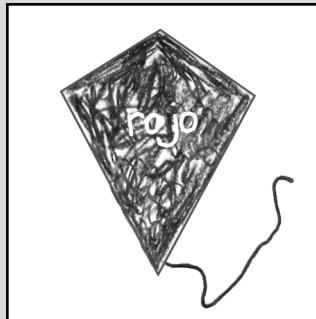
Procedure

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 kits (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*.