

¿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: *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)

Story Time



Book

Oso pardo, oso pardo, ¿qué ves ahí?, by Bill Martin, Jr. and Eric Carle

Art Time



¿De qué color es el oso?

¿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.

Art Project Materials: Precut bits of paper—all different colors, *¿De qué color es el oso?* reproducible

Procedure:

1. Circle Time

- Have students view the Circle Time segment of the video.
- During the *Buenos días* song, have students identify how they are feeling and repeat the phrase:
 - *Muy bien.* = I'm fine.
 - *Estoy feliz.* = I'm happy.
 - *Estoy triste.* = I'm sad.
 - *Estoy cansado/a.* = I'm tired.
 - *Estoy enojado/a.* = I'm mad.
- During the *Me llamo* game, when Señor Brooks tosses the ball and asks, “¿Cómo te llamas tú?”, have students answer with the phrase, “Me llamo _____”.
- During *El juego de los colores* have students stand up if they are wearing the color that Señor Brooks shows.

2. Story Time

- Have students view the Story Time segment of the video.
- Have students follow along with the story and repeat any phrases when asked to do so.

3. Art Time

- Have students view the Art Time segment of the video.
- 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.
- Have students glue the bits of paper on their *osos*.
- Help students write the name of the color they say next to that bit of paper on their *oso*.
- Repeat with several colors.

4. Student Portfolio Activity

- Have students complete Portfolio Activity #3

Home Enrichment

Ask your child to use Spanish to say the color of various objects in your home or car.

Standards Correlation

1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 5.2

¿De qué color es el oso?

