

Lección 4

¿De qué color es?

What Color Is This?

Lesson Objectives

Language

- To demonstrate comprehension of the words for colors and the days of the week
- To respond to simple commands and questions
- To make brief statements using learned vocabulary, questions, and expressions needed for daily-life situations



Vocabulary

el color	<i>color</i>
rojo	<i>red</i>
blanco	<i>white</i>
azul	<i>blue</i>
negro	<i>black</i>
amarillo	<i>yellow</i>
verde	<i>green</i>
marrón	<i>brown</i>
rosado	<i>pink</i>
gris	<i>gray</i>
morado	<i>purple</i>
anaranjado	<i>orange</i>
lunes	<i>Monday</i>
martes	<i>Tuesday</i>
miércoles	<i>Wednesday</i>
jueves	<i>Thursday</i>
viernes	<i>Friday</i>
sábado	<i>Saturday</i>
domingo	<i>Sunday</i>
¡Hasta la próxima!	<i>Until next time!</i>
¿Qué día es hoy?	<i>What day is today?</i>
Hoy es _____.	<i>Today is _____.</i>

Standards

- Communication 1.1
- Communication 1.2
- Connections 3.1
- Comparisons 4.1

The Lesson Planner Cards are the heart of each System. They contain objectives and standards, 3-day step-by-step lessons, cross-curricular connections, references to other components of the *¡Viva el español!* program, and lists of materials to gather.

Day 1

Materials to Gather

- Hand puppet
- Large rubber ball
- Sombreros (hats) of colored construction paper (Master 15)
- ¡A marchar! ("Let's March") masks (Masters 16–18), one for each child (optional)
- Song CD (optional)
- CD player (optional)
- Paper for children to draw
- Crayons

(For convenience, all the days of the week have been listed here. Introduce them first in the song "Lunes, martes" ("Monday, Tuesday") in Appendix B, page 3, and then according to the day of the week of the class session. At an appropriate point, you may present the remaining days in relation to a familiar day—for example, **Hoy es viernes. Mañana es sábado.** (Today is Friday. Tomorrow is Saturday.)

Make Connections

Warm-Up



Present the warm-up dialogue with the puppet. Add questions directed to individual children.

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|--|--|
| P: Buenos días. | <i>Good morning.</i> |
| C: Buenos días, Ramona.
¿Cómo estás? | <i>Good morning, Ramona.
How are you?</i> |
| P: Estoy así, así, gracias
¿Cómo estás, Linda? | <i>I'm so-so, thank you.
How are you, Linda?</i> |
| SI: Estoy muy bien, gracias. | <i>I'm very well, thank you.</i> |

Recycle



Practice the classroom vocabulary by using the poster and the familiar TPR commands.

- | | |
|---|--|
| T: (indicating the poster)
Amalia, muéstrame el escritorio,
por favor . . . Gracias. | <i>Amalia, show me the desk,
please . . . Thank you.</i> |
| T: Lucas, toca el libro,
por favor . . . Gracias. | <i>Lucas, touch the book,
please . . . Thank you.</i> |

Review the numbers from **cero** through **diez** by having children take turns bouncing a ball and counting each bounce. Begin the activity by having the child first call out **cero** before bouncing the ball and saying **uno**.

Model New Language

Introduce **rojo, blanco, azul, negro**.

(Before the lesson: Using the pattern from Master 15 of a **sombrero**, cut **sombreros** out of colored construction paper—one **sombrero** for each color to be taught in the lesson.)

Follow the procedure for presenting new words: Hold up a colored **sombrero** and say the color, repeating the process three times; say the word with children; and then allow children to say it themselves.

(*Note:* If children are curious, you may wish to explain that the object is a **sombrero**.)



Explain to the class that you are going to give yourself a command: **Colorea**. (*Color*.) Say the command three times, each time responding by picking up a colored pencil and pretending to color with it. Then give the command to the children, encouraging them to do the same: **Colorea**. (*Color*.) Repeat this as often as needed, until the class responds spontaneously. Finally, give the command to individual children and allow them to respond on their own.



Line up the **sombreros** along the chalk ledge and use TPR commands:


- T:** *Ve al pizarrón, por favor.*
Toca el rojo.
Ve al pizarrón, por favor.
Salta con el azul.

Go to the chalkboard, please.
Touch the red one.
Go to the chalkboard, please.
Jump with the blue one.

Connecting with Social Studies



Children will probably be familiar with the **sombrero** as the large, round Mexican hat. Explain that although the word **sombrero** translates into English as *hat*, it is not always used in Spanish to refer to other types of hats that people wear, sometimes for work. Ask children to mention different jobs that require the use of a hat. Some examples include: firefighters, police officers, bakers, nurses, and professional athletes. Share with children some of the Spanish words used to refer to specific types of hats (e.g., **gorra** [baseball cap], **gorro** [cap or baby bonnet], **casco** [hard hat or helmet], **boina** [beret], **bonete** [bonnet], **cofia** [coif], etc.). Have children draw and color as many different types of hats as they can and say who wears each hat.



Connecting with Art

Remind children of the colors for today (**rojo, blanco, azul, negro**) and the names of classroom objects as you pass out sheets of paper and crayons for drawing. Ask each child to make a simple drawing of a classroom including one red, one white, one blue, and one black object. When children finish drawing, ask them to form three groups and to present their drawing to their group members. Model sentences for them, such as **El pizarrón es negro, El lápiz es rojo**, etc.

Use the Language



To reinforce the colors, play “**Veo, veo,**” (“*I Spy*”) (Appendix A, page 2) using the set of colored **sombreros**, or teach the game “**¡A marchar!**” (“*Let’s March!*”), using masks made from Master 10 and a CD of music. (See Appendix A, pages 2 and 3.)



If time permits, have the children sing “**Chocolate**” (“*Chocolate*”) or “**Diez Niños**” (“*Ten Little Children*”) (See Appendix B, pages 12 and 2).

Wrap-Up

Continue the standard procedure.

Adiós. ¡Hasta luego!

Goodbye. See you later!

Make Connections

Warm-Up

Say the warm-up dialogue from Day 1, this time without the puppet.



If time permits, sing “**Buenos días a ti**” (“*Good Morning to You*”) (Appendix B, page 1) and, instead of the children’s names, use **amigos** (*friends*).

Recycle



Practice the following expressions:

T: **Estoy muy bien.**
Estoy muy mal.
Estoy así, así.

I’m very well.
I feel very bad.
I’m so-so.

Use the facial expression masks made from the patterns on Masters 16–18. If you prefer not to have the children wear masks, you may tape each mask to a plastic straw, or another flexible holder, so the children may hold it up.

Distribute the masks to the children and hold each one up as you hand it to a child, saying the corresponding sentence and changing your facial expression to match the statement. Encourage children to make appropriate “faces” as they respond. Use the following procedure:

T: **¿Cómo estás?**

How are you?

S1: (*holding up the “happy” mask*)
Estoy muy bien, gracias.

I’m very well, thank you.

T: **¿Cómo estás?**

How are you?

S2: (*holding up the “so-so” mask*)
Estoy así, así, gracias.

I’m so-so, thank you.



TPR

Review **rojo**, **blanco**, **azul**, and **negro**, using the colored **sombreros** and TPR commands, as on Day 1.

Materials to Gather

- Facial expression mask (Masters 16–18), at least one mask for each child
- Set of colored *sombreros*
- Paper for children to draw
- Crayons
- Pencils, books, rulers, etc, ten each
- Song CD
- CD player
- Photographs or pictures from magazines

Connecting with Social Studies

Bring in photographs or pictures of various objects, such as cars, flowers, clothing, and toys, that have a lot of red, white, blue, and black. Point to each different object and ask children: **¿De qué color es?**

Day 2

Connecting with Science and Art



Give each child a paper with an outline drawing of a familiar object that is associated with a particular color. For example, a sun for **amarillo** (*yellow*), a tree for **verde** (*green*), a Valentine heart for **rojo** (*red*), and a football for **marrón** (*brown*). Have children color each object in the appropriate color. Display children's colored drawings on the chalk ledge and randomly point to each one as you ask the class: ¿De qué color es?

Model New Language

Introduce **amarillo**, **verde**, **marrón**, **rosado**.

Use the same procedure as on Day 1.

Use the Language



On a table, place ten each of the classroom objects of your choice (pencils, books, rulers, etc.). Use TPR commands to review and practice classroom

vocabulary and numbers.

T: **Dame tres libros, por favor . . .**
Gracias.
Muéstrame cuatro lápices,
por favor . . . Gracias.

Give me three books, please . . .
Thank you.
Show me four pencils,
please . . . Thank you.

Conversation 1



Play the conversation on the CD for children several times. Have children lip sync with the dialogue after they have listened to it two or three times. Later, ask children what day it is, according to the teacher.

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|---------------|--|---|
| Boy 1: | Hola, Luis. ¿Cómo estás? | <i>Hi, Luis. How are you?</i> |
| Boy 2: | Hola, Agustín. Estoy bien, gracias. Dime, ¿qué día es hoy? | <i>Hi, Agustín. I'm very well, thank you. Tell me, what day is today?</i> |
| Boy 1: | Hoy es martes. | <i>Today is Tuesday.</i> |
| Boy 2: | ¿Martes? No . . . no . . .
¡Hoy es jueves! | <i>Tuesday? No . . . no . . .
Today is Thursday!</i> |
| Boy 1: | No, no, Luis. Hoy es martes. | <i>No, no, Luis. Today is Tuesday.</i> |
| Boy 2: | ¡Hoy es jueves, te digo! | <i>Today is Thursday, I tell you!</i> |

Boy 1:	¡Martes!	<i>Tuesday!</i>
Boy 2:	¡Jueves!	<i>Thursday!</i>
Boy 1:	¡Martes!	<i>Tuesday!</i>
Boy 2:	¡Jueves!	<i>Thursday!</i>
Teacher:	¡Niños! ¡Niños! Hoy es miércoles.	<i>Boys! Boys! Today is Wednesday!</i>
Both		
Boys:	¡Oh!	<i>Oh!</i>
Boy 2:	Gracias, señora.	<i>Thank you, ma'am.</i>
Boy 1:	Dime, Luis. ¿Cómo se llama esta niña?	<i>Tell me, Luis. What's this girl's name?</i>
Boy 2:	Se llama Nina.	<i>Her name is Nina.</i>
Boy 1:	¿Nina? No . . . no . . . Se llama Catalina.	<i>Nina? No . . . no . . . Her name is Catalina.</i>
Boy 2:	¡Nina!	<i>Nina!</i>
Boy 1:	¡Catalina!	<i>Catalina!</i>



Teach the song “**Lunes, martes**” (“*Monday, Tuesday*”) (Appendix B, page 3). Explain to children that they will hear a song about the days of the week. Play the song twice, and then teach each line of the song. (This will prepare children for presentation of the vocabulary on Day 3.)

Wrap-Up

Adiós. ¡Hasta mañana!

Goodbye. See you tomorrow!

Make Connections

Warm-Up

Say the warm-up dialogue using the puppet. Continue to ask individuals *¿Cómo estás?*

Recycle



Practice the numbers from *cero* to *diez* by counting objects around the classroom.

Practice all the colors learned so far, using the *sombreros* and familiar TPR commands. Have children write down two of their favorite colors.

Materials to Gather

- Hand puppet
- Classroom objects
- Set of colored *sombreros*
- Song CD
- Lesson CD
- CD player
- Feathers, numbered 1–10, and head bands (Master 20), one feather and tail for each child
- Game masks for “¡A marchar!” (“Let’s March”)
- Music CD
- CD player
- Flashcards 7–9 (optional)
- Paper for children to draw
- Prism
- Crayons
- Spanish calendar (optional)

Day 3

Connecting with Science



Learning the names of colors can lead to a science lesson on prisms. Hold a prism in a beam of direct sunlight and have children look at the spectrum of colors it creates. Tell children that a prism takes the beam of white light and separates out the colors that are in it so that we can see them. Tell them that this separation of colors is also happening high up in the sky, and the raindrops separate out the light's colors.

Model New Language

Introduce **gris, morado, anaranjado, ¡Hasta la próxima!**, and a day of the week.

Follow the same procedure as on Day 1 to present the remaining colors.



Play the song "**Lunes, martes**" ("*Monday, Tuesday*") (Appendix B, page 3) and review the lyrics. Have children sing it at least twice with the CD.



Use the puppet to model the following question and response at least three times. If you have a calendar in Spanish, you may wish to make the puppet point to the appropriate day before responding.

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|-------------------------------------|----------------------------|
| T: Hola, Ramona. | <i>Hi, Ramona.</i> |
| P: Hola, (your name). | <i>Hi, (your name).</i> |
| T: ¿Qué día es hoy? | <i>What day is today?</i> |
| P: Hoy es miércoles. | <i>Today is Wednesday.</i> |

Continue to use the puppet as a prompter as you direct the question to the children.

Use the Language



Sing the song "**Diez niños**" ("*Ten Little Children*") (Appendix B, page 2.) Use the numbered feathers and tails made from the pattern on Master 20. Children should be sure to know their number before they put on the headband and feather. If time permits, all the children should have a turn standing when their number is sung in verse 1 and then sitting when their number is sung in verse 2.



Play the game "**¡A marchar!**" ("*Let's March!*") (Appendix A, page 3), using the colored masks and music for marching. Review as many colors as possible.

For an additional Independent Exercise, see Appendix D, page 2.

Conversation 2



Play the CD conversation for the class several times so that they understand it. Let them lip sync with the dialogue after hearing it two or three times. Have children tell how many books Ramona has.

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|----------------|--|--|
| Girl: | Hola, Ramona. | <i>Hi, Ramona.</i> |
| Ramona: | Buenos días, Rosario. | <i>Good morning, Rosario.</i> |
| Girl: | ¿De qué color es la bandera? | <i>What color is the flag?</i> |
| Ramona: | La bandera es roja, blanca y azul. | <i>The flag is red, white, and blue.</i> |
| Girl: | ¿De qué color es el pizarrón? | <i>What color is the chalkboard?</i> |
| Ramona: | El pizarrón es verde. | <i>The chalkboard is green.</i> |
| Girl: | ¿De qué color es la tiza? | <i>What color is the chalk?</i> |
| Ramona: | La tiza es blanca. | <i>The chalk is white.</i> |
| Girl: | ¿De qué colores son tus libros? | <i>What color are your books?</i> |
| Ramona: | Tengo un libro negro, un libro amarillo y un libro anaranjado. | <i>I have a black book, a yellow book, and an orange book.</i> |
| Girl: | Muchas gracias, Ramona. Hasta mañana. | <i>Thank you, Ramona. See you tomorrow.</i> |
| Ramona: | ¡Hasta la próxima, Rosario! | <i>Until next time, Rosario!</i> |

Wrap-Up

Collect the feathers, headbands, and masks before saying farewell:

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|---|---|
| Adiós. | <i>Goodbye.</i> |
| ¡Hasta el (name of the next class day)! | <i>See you on (name of the next class day)!</i> |

Assessment

Assess the children using *Assessment*, Lesson 4.

Connecting with Art



Explain to children that a rainbow is formed when the sun comes out after a rainfall. Mention that the colors found in a rainbow are red, orange, yellow, green, blue, and purple. To reinforce the colors learned in this lesson, give the children a piece of paper and ask them to draw a rainbow. While they are drawing, you may want to walk around and ask them individually to name the colors of their rainbow in Spanish.