

SPICY HOT COLORS

Kindergarten

Outcome:

Students will demonstrate an understanding of the story through discussion, movement, naming, predicting, categorizing, drawing, dancing, spelling, listening, and matching.

Overview:

Students will read and explore the book, *Spicy Hot Colors* while utilizing multidisciplinary connections in language arts, math, art, music, and cooking.

Materials:

Book, *Spicy Hot Colors*

Blackboard or Whiteboard

Discarded magazines

Scissors

6 sheets of poster board

Watercolor paints and brushes (red, blue, and yellow)

Containers of water

Watercolor paper

Crayons

“Show Your Colors” worksheet

Recording of “Mexican Hat Dance”

CD or tape player

Sombreros or large circles of paper

Large parachute

2 small jar lids of the same size, per student

1 4” piece of elastic per student

Hammer and nails

Containers of pre-painted alphabet pasta

9 pieces of paper, each with a color name (red, orange, yellow, green, purple, blue, brown, black, and white) written in that color in English and Spanish. (e.g.: One paper would say, “red” and “rojo” printed in red.)

“Memory Match” worksheet

Color or Spanish picture books on tape or CD.

Tape or CD player with headphones

Paper

Cooking Materials:

Stove

Medium stock pot

Bowls

Soup spoons

Napkins

Ladle

Spatula

Pot holder



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Ingredients:

1 TBL Olive Oil
3 Garlic Cloves, minced
1 tsp Dried Oregano
1 (10.5-oz.) can Condensed Chicken Broth
2 C Cooked Corn
¼ C chopped fresh cilantro (plus extra cilantro for smelling and tasting)
2 Boneless Chicken Breasts, pre-cooked and cut into bite size pieces
Crushed Tortilla Chips

1 Onion, chopped
1 tsp Chili Powder
1 (28-oz.) can Crushed Tomatoes
1 ¼ C Water
1 (15 oz.) can Black Beans, rinsed and drained

INSTRUCTIONAL PLAN

Introductory Activity:

Materials:

Blackboard or Whiteboard

Directions:

Teacher:

1. Asks students to name their favorite colors.
2. Writes those colors on the board and makes tally marks to show how many students chose each color.
3. Makes a bar graph to display the information.
4. Asks students to each say one object or thing for each color named.
5. Leads students on a “color walk” around the school. Students name objects and the objects’ color.

Reading the Book:

Materials:

Book, *Spicy Hot Colors*

Directions:

Teacher:

1. Holds up book and reads the title in English and Spanish. Teacher reads the author and illustrator.
2. Asks students to predict what the story might be about.
3. Leads the students in taking a picture walk through the story. Teacher shows illustrations and asks students to predict what words they think might be in the story.
4. Reads story and discusses any words that might be unfamiliar to the students.
5. Reads the story and students repeat the colors in both English and Spanish.

Checking Comprehension:

Materials:

Blackboard or Whiteboard

Directions:

Teacher:

1. Asks students to name the colors in the story.
2. Asks students to name the objects shown for each color. (Teacher shows illustrations if needed.)

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Checking Comprehension cont.:

Teacher:

3. Makes a chart on the board with the following headings: Food, Animals, Clothing, Music, Other. Teacher asks students to name the objects in the story and to tell in which category each belongs. Teacher records responses under the correct headings.
4. Shows illustrations and asks students to count objects on each page. (e.g.: chili peppers, firecrackers, sarapes, roosters, gourds, corn cobs...)
5. Using first four pages of the story, introduces onomatopoeia (words that imitate the sound that they describe) (e.g.: drip drop, snap, bang, Bebop, pop, sizzle, flutter-flutter...) Teacher rereads each page and asks students which words imitate the sound that they make. Teacher asks students to think of other onomatopoeic words. (e.g.: zip, hiccup, growl, moo, quack, meow...) Teacher may give a hint that students should think of animal sounds.
6. Encourages students to make 'text-to-self' connections. Students tell what the pictures and the colors remind them of and relate them to their own lives. (e.g.: Last night I ate a salad and it was green, red, and orange.) Teacher makes a chart and records names and responses. Teacher reads the chart to the students. Teacher and students read the chart in unison.
7. Encourages students to make 'text-to-world' connections. Students share their background knowledge of the pictures. (e.g.: Firecrackers make a lot of noise on the Fourth of July.)
8. Teacher asks students why the story is titled, *Spicy Hot Colors*.

Follow Up Activities:

• **Colors and Emotions**

Directions:

- Teacher tells students that most people have strong feelings about color and that colors evoke emotions in people.
- Teacher names colors and asks students how each color makes them feel.
- Teacher asks students to show facial expressions and body language for how each emotion named makes them feel.

• **Color Collage**

Materials:

Discarded magazines

Scissors

6 sheets of poster board

Directions:

Teacher:

1. Writes one color name (in English and Spanish) on the top of each piece of poster board (red, blue, yellow, orange, green, and purple). Teacher reads the words with students.
2. Tells students to cut out magazine pictures of objects that are these colors.
3. Helps students paste their pictures on the appropriate piece of poster board.

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Follow Up Activities cont.:

• **Mixing Watercolors**

Materials:

Watercolor paints and brushes (red, blue, and yellow)

Containers of water

Watercolor paper

Directions:

- Teacher tells students that the colors red, blue, and yellow are ‘primary’ colors. No other colors can make these colors, but these 3 colors can be combined in different ways to create secondary colors, i.e. green, purple, and orange. Mixing two primary colors together makes them.
- Teacher tells students to experiment combining primary colors together, two at a time, and to predict what color they think might emerge from the combination.
- Class discusses how they made the secondary colors.
- Teacher asks each student which color(s) makes him or her happy.
- Students paint a picture with a color that makes them happy.

• **Movement**

Directions:

- Teacher and students review the story and find dance and movement words. (e.g.: slither, slide, samba! wiggle, waggle, Rumba!)
- Teacher asks students to show how they think these movements look.
- Teacher tells students to invent their own “spicy hot” dance & show the class.

Extension Activities:

• **Show Your Colors**

Materials:

“Show Your Colors” worksheet

Crayons

Scissors

Directions:

1. Students trace over the dotted lines to write the color names.
2. Students color each square the correct color, according to the color name.
3. Teacher asks students which of the squares requires no coloring.
4. Students cut out each color card.
5. Teacher asks color-specific questions and students hold up the appropriate color card. (e.g.: What color are my pants? What color are clouds? What color is the rug in our room?)
6. Teacher gives each student a chance to ask classmates a color-specific question. Classmates hold up the color answers to the questions.

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Extension Activities cont.:

• **Syllable Walk**

Directions:

- Teacher reviews the concept of syllables and counting syllables in words.
- Teacher reads color words, one at a time to students. Teacher instructs students to repeat each word, stepping forward heel to toe, one step for each syllable.
- When students reach the other side of the room or a predetermined spot, they turn around and “syllable walk” back.

Words: red, orange, yellow, green, purple, blue, brown, black, white, violet, pink, grey

Color words students may be less familiar with: maroon, apricot, scarlet, indigo, lavender, turquoise, raspberry, lime, kelly

• **Mexican Hat Dance**

Materials:

Recording of “Mexican Hat Dance”

CD or tape player

Sombreros or large circles of paper

Directions:

Teacher:

- Places each student opposite a dance partner—a sombrero or circle of paper on the floor between them.
- Tells students that the “Mexican Hat Dance” is a very popular folk dance in Mexico. It is traditionally performed by dancing around a hat.
- Plays music and students clap along to learn the beat.
- Teaches the dance:
 1. Jump and tap the right heel forward once, then tap the left heel forward once, and then tap the right heel forward once again.
 2. Clap hands two times.
 3. After the hand claps, start with the left heel forward and repeat steps 1 and 2.
 4. Repeat steps 1 and 2 two more times, leading once with the right foot, and then once with the left.
 5. When the beat of the music changes, students hook right elbows with a partner and run in small steps in a circle for eight counts.
 6. Students hook left elbows and run around in a circle in the opposite direction for eight counts.
 7. Repeat all moves from the beginning.

• **Parachute Play**

Materials:

Large parachute

Directions:

1. Teacher instructs students to stand equally spaced, around the parachute.
2. Teacher assigns colors to students so that only three or four students are assigned the same color.

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Extension Activities cont.:

Parachute Play cont.

3. Teacher tells students to move their arms up and down and make waves with the parachute.
4. Teacher calls out a color and all of the students that have been assigned that color have a turn running under the middle of the parachute while their classmates create waves.
5. After a minute, the teacher calls out another color. The students under the parachute exit and the students who have been assigned the new color named go in the middle.
6. Teacher continues to call out colors until all students have had a turn.
7. Teacher instructs students if the word “rainbow” is called out, everyone throws the parachute up in the air, turns around one time and catches it.

• Making Castanets

Materials:

2 small jar lids of the same size, per student

1 4” piece of elastic per student

Hammer and nails

Directions:

- Teacher explains the castanets are popular Mexican rhythm instruments that are usually made with shells.
- To save time, teacher may want to prepare materials ahead of time by:
 1. Punching a hole in the center of each lid with a hammer and a nail.
 2. Pushing both ends of the elastic through the hole, leaving a small loop for the student’s finger on the top side of the lid.
- Using the previously prepared materials:
 1. Student places his or her finger in the loop and teacher ties the ends into a large knot on the underside of the lid.
 2. Students place one of the castanets on his/her middle finger and the other on his/her thumb of the same hand.
- Teacher rereads the story and students provide rhythmical accompaniment with their castanets.

• Cooking Mexican Soup

Cooking Materials:

Stove

Medium stock pot

Bowls

Soup spoons

Napkins

Ladle

Spatula

Pot holder

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Extension Activities cont.:

Cooking Mexican Soup cont.

Ingredients:

1 TBL Olive Oil
3 Garlic Cloves, minced
1 tsp Dried Oregano
1 (10.5-oz.) can Condensed Chicken Broth
2 C Cooked Corn
¼ C chopped fresh cilantro (plus extra cilantro for smelling and tasting)
2 Boneless Chicken Breasts, pre-cooked and cut into bite size pieces
Crushed Tortilla Chips

1 Onion, chopped
1 tsp Chili Powder
1 (28-oz.) can Crushed Tomatoes
1 ¼ C Water
1 (15 oz.) can Black Beans, rinsed and drained

Directions:

Teacher reviews ingredients with students and shows cilantro. Teacher allows students to smell and taste the cilantro.

1. In medium stock pot, heat oil over medium heat.
2. Sauté onion and garlic in oil for about 3 minutes.
3. Stir in chili powder, oregano, tomatoes, chicken broth, and water.
4. Bring to a boil and simmer for 5 to 10 minutes.
5. Stir in corn, beans, cilantro, and chicken. Simmer for 10 minutes.
6. Ladle soup into bowls, and top with crushed tortilla chips, and cheese.
7. Serve.

• Compare and Contrast

Materials:

Book, *Cool Cats Counting* by Sherry Shahan

Directions:

Students compare and contrast *Cool Cats Counting* and *Spicy Hot Colors*.

Centers:

• Spelling

Materials:

Containers of pre-painted alphabet pasta

9 pieces of paper, each with a color name (red, orange, yellow, green, purple, blue, brown, black, and white) written in that color in both English and Spanish (e.g.: One paper would have “red” and “rojo” printed in red.)

Directions:

Students spell out the color names in English and Spanish with the pre-painted pasta letters.

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Centers cont.:

• **Memory**

Materials:

“Memory Match” worksheet

Scissors

Crayons

Preparation Directions:

- Teacher cuts out the 9 pairs of cards with color names in English and Spanish.
- Students draw and color an object from the story on each card in the pair. For example, a student may draw an iguana on both of the green cards.
- To increase durability, teacher may choose to copy pictures onto card stock or paste the pictures onto index cards or card stock, or to laminate.

Directions for Game Play:

1. Students form small groups of two or three and play the game.
2. To make the game easier, students can start playing the game with 4 or 5 pairs of cards and increase the number of pairs used as needed. The cards used are placed face down in a grid pattern, in front of the students.
3. Students take turns turning over cards, two each turn. Students name the color and the object on the card. If the cards match, the student keeps the cards. If they do not match, they are placed face down in their original spots.
4. Play continues until all of the pairs are discovered.
5. Students mix up the cards and play again.

• **Listening**

Materials:

Color picture books or Spanish picture books on tape or CD.

Tape or CD player with headphones

Directions:

Students listen to color books or Spanish picture books on tape or CD.

• **Drawing**

Materials:

Crayons

Paper

Directions:

- Students choose a color and draw as many things as they can that are the chosen color.
- Students dictate a sentence about the color and teacher writes it on the paper.

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Name _____ Date _____

Show Your Colors

red	yellow	blue
white	black	orange
green	purple	brown

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Name _____ Date _____

Memory Match

red rojo	red rojo	brown pardo	brown pardo	black negro
orange anaranjado	orange anaranjado	purple morado	purple morado	black negro
yellow amarillo	yellow amarillo	blue azul	blue azul	
green verde	green verde	white blanco	white blanco	