

SPICY HOT COLORS

Pre-Kindergarten

Outcome:

Students will demonstrate an understanding of the story through discussion, predicting, reading, naming, listening, matching, movement, and making patterns.

Overview:

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

Materials:

Book, *Spicy Hot Colors*

Rhythm instruments

9 3" x 5" unlined white index cards per student

Red, orange, yellow, green, blue, purple, brown, and black crayons

Recording of song, "La Cucaracha!"

CD or tape player with headphones

Squares: red, orange, yellow, green, blue, and purple construction paper – 1 per student

1 chair per student

Sponges cut up into shapes

Tempera paint in primary colors (red, blue, and yellow)

Paint brushes

Pans for paint

Newspapers (to protect tables)

Smocks

Water in containers to clean brushes

Pre-painted pasta with a hole in the middle (such as tube shapes)

2 Shoelaces per student

3 "ponds" cut out of blue, red, and yellow construction paper

24 fish shapes cut from blue, red, and yellow construction paper (8 of each color)

12 paper clips

Glue stick

Magnet

String

Stick for fishing pole (about 6 inches)

"Memory Match" worksheet

Scissors

Color books or Spanish picture books on tape or CD

Cooking Materials:

Frying pan

Paper towels

Paper plates

Napkins

Tongs

Pot holders

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Ingredients:

1 package flour tortillas
1 cup cooking oil
Cinnamon sugar

Optional:

Shahan, Sherry. *Cool Cats Counting*. Little Rock: August House, 2005.

INSTRUCTIONAL PLAN

Introductory Activity:

Directions:

- Teacher asks students to each name his/her favorite color.
- Teacher helps students form a “human bar graph” to show which color most of the students like best.
 - Teacher helps students gather in groups, by color chosen, and then form a straight line. Groups line up next to each other so that students can see which line is the longest.
- Teacher leads students on a “color walk” around the school. Students name objects and tell what color they are.

Reading the Book:

Materials:

Book, *Spicy Hot Colors*

Directions:

Teacher:

- Holds up the book, *Spicy Hot Colors* and reads the title in English and Spanish. Teacher reads the author and illustrator.
- Asks students to predict what the story is about.
- Leads students in taking a picture walk through the story. Teacher shows illustrations and asks students to name words that they think are in the story.
- Reads the story and discusses any words that might be unfamiliar to the students.
- Rereads the book and students repeat the colors in both English and Spanish.

Checking Comprehension:

Directions:

Teacher:

- Asks students to name the colors in the story.
- Names the colors in the story (in sequential order) and asks the students to name the objects from the story for each color. Teacher shows illustrations if needed.
- Shows illustrations and asks students to count objects on each page. (e.g.: chili peppers, firecrackers, sarapes, roosters...)

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Checking Comprehension cont.:

- Using the first four pages of the story, introduces onomatopoeia (words that imitate the sound that they describe) (e.g.: drip drop, snap, bang. Bebop, pop, sizzling flutter-flutter...) Teacher re-reads each page and asks students which words imitate the sound that they make. Teacher asks students to think of other onomatopoeic words (I.e.: hiccup, smash, splash, meow, woof, moo, oink, quack...) Teacher may hint that students should think of animal sounds.
- Encourages students to make ‘text-to-self’ connections. Students tell what the pictures and colors remind them of and relate them to their own lives. (e.g.: I ate chili at my Grandma’s house last week. It was red (rojo). Teacher records student’s names and responses. Teacher copies responses and creates a book of all of the responses, for each student.
- Encourages students to make ‘text-to-world’ connections. Students share their background knowledge of the pictures. (e.g.: Firecrackers are used on the Fourth of July. Teacher records students’ names and responses. Teacher copies responses and creates a book of all the responses, for each student.
- Asks students why the book is titled, *Spicy Hot Colors*.

Follow Up Activities:

• **Rhythm**

Materials:

Rhythm instruments

Directions:

Teacher rereads the story (emphasizing the rhythm and poetic form) and students play rhythm instruments, imitating the rhythm of the text.

• **Show your Colors**

Materials:

9 3” x 5” unlined white index cards per student

Red, orange, yellow, green, blue, purple, brown, and black crayons

Directions:

Teacher:

- Gives each student 9 unlined index cards and crayons.
- Tells students to color each index card a different color and to leave one blank. (Teacher tells students the blank card is for the color white.)
- Asks students questions requiring a color name for an answer, and students respond by holding up a colored card. (e.g.: What color is Ann’s shirt?)
- Gives each student a chance to ask a color question to the class. Classmates hold up the color answers to the questions.

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Follow Up Activities cont.:

• **Music**

Materials:

Recording of song, “La Cucaracha!”

CD or tape player

Directions:

- Teacher re-reads the last page of the book – and shows illustration.
“The spicy hot colors sizzle on a Saturday night.
be-bop-bolero
bim-bam-la-bomba
La Cucaracha! ¡Olé!”
- Students listen to the recording of “La Cucaracha!” and dance in the way that the song inspires movement.

• **Movement**

Directions:

- Teacher and students review the story in search of 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.

Extensions:

• **Musical Chairs**

Materials:

Squares: red, orange, yellow, green, blue, and purple construction paper – 1 per student

1 chair per student arranged in a circle

Directions:

- Teacher gives each student one square of paper and asks student to name the color.
- Teacher asks students to sit in their chairs in a large circle.
- Teacher tells students that if the color name they have is called, to stand up and change seats with another person that also has that same color.
- When teacher says, “rainbow,” each student gets up and exchanges his or her colored paper with another student.

• **Sponge Painting**

Materials:

Sponges cut up into shapes (Sponges should be dampened, but rung out.)

Tempera paint in primary colors (red, blue, yellow)

Paint brushes

Pans for paint

Newspapers (to protect tables)

Smocks

Water in containers to clean brushes

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Extensions cont.:

Sponge Painting cont.

Directions:

- Students dip sponges into paints being careful not to over-saturate the sponges with paint.
- Students gently press the sponges onto paper.
- Teacher encourages students to overlap prints to see what colors they make.

• **Making Bunuelos**

Materials:

Frying pan
Paper towels
Paper plates
Napkins
Tongs
Pot holders

Ingredients:

1 package flour tortillas
1 cup cooking oil
Cinnamon sugar

Directions:

1. Place tortillas in hot oil until crisp and brown on both sides, using tongs to turn.
2. Place hot tortillas on paper towels to drain the excess oil.
3. Sprinkle with cinnamon sugar.
4. Serve.

Teacher asks students if their Bunuelos make a crispy, crunchy sound.

• **Compare and Contrast**

Materials:

Book, *Cool Cats Counting* by Sherry Shahan.

Directions:

Teacher and students compare and contrast *Cool Cats Counting* and *Spicy Hot Colors*.

Centers:

• **Making Patterns With Pre-Dyed Macaroni Beads**

Materials:

Pre-painted pasta with a hole in the middle (such as tube shapes)
2 Shoelaces per student

Directions:

Students:

- Create color patterns by stringing the pasta on the shoelaces.
- Use one shoelace to create a permanent pattern for a necklace and the remaining shoelace to continue making color patterns.

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Centers cont.:

• **Fishing Matching Colors**

Materials:

- 3 “ponds” cut out of blue, red, and yellow construction paper
- 24 fish shapes cut from blue, red, and yellow construction paper (8 of each color)
- 12 Paper clips
- Glue stick
- Magnet
- String
- Stick for fishing pole (about 6 inches)

Directions:

- Teacher assembles the fish. For each fish:
 - Tape a paper clip near the mouth of the fish.
 - Glue another fish of the same color on top, so that the paper clip is covered.
- Teacher assembles the fishing pole:
 - Tie the magnet to one end of the string.
 - Tie the other end of the string to one end of the stick.
- Teacher places the 3 ponds flat on the table.
- Students catch a fish by placing the magnet near the fish’s mouth.
- Students place each fish in the pond of the matching color.

• **Memory/“Concentration” Game**

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 the same object from the story on both cards in the pair.
- 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 students and play the game.
2. To make the game easier, students can start playing the game with four or five 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.

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Centers cont.:

- **Listening**

Materials:

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

Tape or CD player with headphones

Directions:

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

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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	