¿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

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

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

(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.

P: Buenos días.

C: Buenos días, Ramona. ¿Cómo estás?

P: Estoy así, así, gracias. ¿Cómo estás, Linda?

Sí: Estoy muy bien, gracias.

Good morning.

Good morning, Ramona. How are you?

I'm so-so, thank you. How are you, Linda?

I'm very well, thank you.

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.

Amalia, show me the desk, please . . . Thank you.

T: Lucas, toca el libro, por favor . . . Gracias.

Lucas, touch the book, please . . . Thank you.

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.

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

**T:** ¿Cómo estás?  
**S2:** (holding up the “so-so” mask)  
Estoy así, así, gracias.

How are you?  
I'm very well, thank you.  
I'm so-so, thank you.

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

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.

Boy 1: Hola, Luis. ¿Cómo estás?
   Hi, Luis. How are you?
   Hi, Agustín. I’m very well, thank you. Tell me, what day is today?
Boy 1: Hoy es martes.
Boy 2: ¿Martes? No . . . no . . .
   ¡Hoy es jueves!
   Tuesday? No . . . no . . .
   Today is Thursday!
Boy 1: No, no, Luis. Hoy es martes.
Boy 2: ¡Hoy es jueves, te digo!
   No, no, Luis. Today is Tuesday.
   Today is Thursday, I tell you!
Boy 1: ¡Martes!
Boy 2: ¡Jueves!
Boy 1: ¡Martes!
Boy 2: ¡Jueves!
Teacher: ¡Niños! ¡Niños! Hoy es miércoles.
Both Boys: ¡Oh!
Boy 2: Gracias, señora.
Boy 1: Dime, Luis. ¿Cómo se llama esta niña?
Boy 2: Se llama Nina.
Boy 1: ¿Nina? No... no...
Boy 2: Se llama Catalina.
Boy 1: ¡Nina!
Boy 2: ¡Catalina!

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)
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.

T: Hola, Ramona.

Hi, Ramona.

P: Hola, (your name).

Hi, (your name).

T: ¿Qué día es hoy?

What day is today?

P: Hoy es miércoles.

Today is Wednesday.

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

Use the Language

Sing the song "Diez niñitos" ("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.

Girl: Hola, Ramona.  
Ramona: Buenos días, Rosario.  
Girl: ¿De qué color es la bandera?  
Ramona: La bandera es roja, blanca y azul.  
Girl: ¿De qué color es el pizarrón?  
Ramona: El pizarrón es verde.  
Girl: ¿De qué color es la tiza?  
Ramona: La tiza es blanca.  
Girl: ¿De qué colores son tus libros?  
Ramona: Tengo un libro negro, un libro amarillo y un libro anaranjado.  
Girl: Muchas gracias, Ramona. Hasta mañana.  
Ramona: ¡Hasta la próxima, Rosario!

**Wrap-Up**

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

Adiós.  
¡Hasta el (name of the next class day)!  

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.