



**Spicy Hot Colors: Colores Picantes**  
By Sherry Shahan  
Illustrated by Paula Barragan

**Outcome:**

Students will demonstrate an understanding of the story through discussion, predicting, reading, naming, counting, drawing, listening, and matching. Students will read and explore the book, *Spicy Hot Colors*, while utilizing multidisciplinary connections in language arts, math and cooking.

**About the Book:**

Guided Reading:

E

Region:

Latin America

ISBN:

978-0-8748-3741-4

978-0-874838-15-2

**Materials:**

- 1 (1.69 oz) bag of M&M's
- Markers or crayons
- 8-6" sentence strips per student
- Box of 24 box per small group of students
- 16 unlined, white index cards per student
- 3 ice cube trays
- Pitcher of water
- Red, yellow, blue food coloring
- Red, yellow, blue markers
- Plastic tablecloth
- 36 clear plastic cups
- "Color Wheel" worksheet
- "Memory Match" worksheet
- Scissors
- Gourds, cut in half (1 half per each small group)
- Paper towels
- "Spicy Hot Colors Reading" worksheet



## **Common Core**

### **Standards:**

CCSS.ELA-  
LITERACY.L.1.5.A

Sort words into  
categories

CCSS.ELA-  
LITERACY.SL.1.5

Add visual displays to  
descriptions

CCSS.ELA-  
LITERACY.RL.1.7

Use illustrations/details  
in a story to describe  
characters, setting, or  
events

## **Cooking Materials:**

- Knife and cutting board
- Bowl, large spoon
- Refrigerator
- Paper plates, napkins
- 1 cup fresh pineapple, diced
- 1 tablespoon lime juice
- Salt
- 2 teaspoon chopped cilantro
- 2 tablespoons of minced red bell pepper
- Tortilla chips

## **Instructional Plan**

### **Introduction**

#### **Directions:**

- Tell students the number of M&M's in a bag and ask students to predict how many of each color there are.
- Students make a vertical bar graph by drawing a square using the appropriate color to represent each piece of candy predicted for that color.
- Count the M&M's by color, and students draw a bar graph showing the actual number of each color in the bag.
- Discuss the results.

### **Teacher Reads the Book**

- Hold up the book, *Spicy Hot Colors*, and read the title in English and Spanish. Read the author and illustrator names.
- Ask students to predict what the story is about.
- Lead students in taking a picture walk through the story. Present the illustrations and ask students to name words that they think are in the story.
- Read the story and discuss any words that might be unfamiliar to the students.
- Reread the book and students repeat the words on each page.



## **Common Core**

### **Standards:**

CCSS.ELA-

LITERACY.RL.1.1

Ask and answer questions about details

CCSS.ELA-

LITERACY.RL.1.2

Retell stories and demonstrate understanding of lesson

CCSS.ELA-

LITERACY.RL.1.3

Describe characters, settings, and events

CCSS.ELA-

LITERACY.L.1.5.C

Identify real-life connections between words and their use

## **Assessing Students' Comprehension:**

- Ask students to name the colors in the story (in sequential order)
- Ask students to name the objects for each color. Show illustrations as needed.
- Make a chart on the board with the following headings: Food, Animals, Clothing, Music, Other. Ask students to name the objects in the story and place in a category. Record responses under headings.
- Show illustrations and ask students to look at the details on each page and count them.
- Using the first four pages, introduce the idea of “onomatopoeia,” words that imitate the sound that they describe (ex: drip drop, bang, snap, etc.)
- Reread each page and ask students which words imitate the sound that they make. Students think of other onomatopoeic words, such as animal sounds.
- Encourage students to make “text-to-self” connections. Students tell what pictures and colors remind them of and relate them to their own lives. Do the same for “text-to-world” connections. Students share their knowledge of the pictures.
- Record students’ names and responses and draw a picture.



# Spicy Hot Colors: Colores Picantes

First Grade

## Follow Up Activities:

### Clapping Rhythm

Directions:

- Explain that the story is poetic and has a rhythm.
- Read each page; students clap out the syllable in the same rhythm that the teacher uses to read the page.

### Naming Colors

Directions:

- Read each color name and show students the illustrations.
- Ask students to each name one object that has not already been named for each color.

### Color Responses

Directions:

- Ask students to name colors and write the responses on the board.
- Students each choose 8 colors that are on the board and write only one color on each sentence strip.
- Teacher asks questions and students hold up the appropriate color word.
- Students take turns asking questions and their classmates respond as above.

### Colors and Emotions

Directions:

- Tell students that most people have strong feelings about colors and that colors evoke emotions in people.
- Ask each student to name a color and tell how that color makes him/her feel.
- Ask students to show facial expression and body language for how each emotion makes them feel.

## **Common Core**

### **Standards:**

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations

CCSS.ELA-LITERACY.SL.1.1.A

Follow agreed-upon rules for discussions

CCSS.ELA-LITERACY.RL.1.7

Use illustrations/details in a story to describe characters, setting, or events

CCSS.ELA-LITERACY.RL.1.4

Identify words/phrases that suggest feeling or appeal to senses



## Spicy Hot Colors: Colores Picantes

First Grade

### Follow Up Activities:

#### Matching Words to Colors

Directions:

- Instruct students to select 8 colors and to color each of 8 unlined index cards, one color name per card.
- Shuffle the cards; working in pairs, students lay all 16 cards face own in grid pattern on table.
- Students take turns turning over 2 cards at a time. If the cards match, the student keeps them. If they do not match, flip them back over.
- Play continues until all pairs are matched. Repeat the game with partner's cards.

#### Mixing Colors

Directions:

- Explain that red, yellow and blue are primary colors. No other combination of colors can make these three colors. However, you can mix any two primary colors to create secondary colors (orange, green, purple).
- Fill 3 ice cube trays with water and assign a primary color to each tray. Students take turns putting 1-3 drops of red, yellow or blue food coloring in each section. Each tray should be one primary color. Place trays in a freezer.
- Pop out frozen cubes onto a tray and place them on a table.
- Students place 2 different colored cubes in each cup and predict what color the combination will make. Mark the outside of the cup with a dot of the primary colors in the cup.
- As cubes melt, ask students what the possible combination of two primary colors is. Remind students why orange, green and purple are termed secondary colors.
- Teacher reviews the book and asks students which colors in the book are primary and which are secondary.
- Complete the "Color Wheel" worksheet. Students first color in the three primary colors, then the secondary colors by identifying what color is produced by the two primary colors that are on either side of a space designated for a secondary color (ex: color the section between "blue" and "yellow," "green.")

#### Common Core

##### Standards:

CCSS.ELA-  
LITERACY.L.1.2.D

Use conventional spelling for words with common spelling patterns

CCSS.ELA-  
LITERACY.SL.1.5

Add visual displays to descriptions

CCSS.ELA-  
LITERACY.W.1.8

Recall/gather information from experiences or sources

CCSS.ELA-  
LITERACY.W.1.7

Participate in shared research and writing projects





# Spicy Hot Colors: Colores Picantes

First Grade

## **Follow Up Activities:**

### **Idioms**

#### **Directions:**

- Explain that an idiom means: words joined together to express a thought although the meaning is not literal).
- Teacher and students discuss the meanings of color idioms.
- Students choose one idiom, write it on a paper and illustrate its meaning:
  - Out of the blue
  - Once in a blue moon
  - Men in blue
  - Green with envy
  - Get the green light
  - The grass is always greener on the other side
  - Golden opportunity
  - Tickled pink
  - Caught red-handed
  - Blue ribbon
  - A yellow streak
  - Brown-bag it
  - Green thumb

### **“Memory Match” Worksheet**

#### **Directions:**

- Cut 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.
- Students form small groups of 2 or 3 students to play the game.
- Start by playing the game with 4 or 5 pairs of card and gradually increase. Place the cards face down in a grid pattern.
- Students take turns turning over the cards; two each turn. Students name the color and the object of the card. If the cards match, the student keeps the pair. If they do not match, place face down in original spots.
- Continue until all of the pairs are matched.
- Students mix up the cards and play again.

### **Common Core**

#### **Standards:**

CCSS.ELA-  
LITERACY.SL.1.5

Add visual displays to descriptions

CCSS.ELA-  
LITERACY.SL.1.1

Participate in collaborative conversations

CCSS.ELA-  
LITERACY.SL.1.1.A  
Follow agreed-upon rules for discussions



## **Common Core**

### **Standards:**

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations

CCSS.ELA-LITERACY.SL.1.5

Add visual displays to descriptions

CCSS.ELA-LITERACY.RL.1.1

Ask and answer questions about details

## **Follow Up Activities:**

### **Mexican Pineapple Salsa**

#### **Directions:**

- Refer to the ingredients on page 2 under “Cooking Materials”
- Allow students to smell and taste cilantro before it’s chopped.
- Combine all the ingredients
- Cover and refrigerate until serving time.
- Serve with tortilla chips.

### **Counting Seeds in Gourds**

#### **Directions:**

- Divide the class into small groups and distribute a gourd half to each group.
- Students count the number of seeds in each gourd half.
- Students create a bar graph to compare the number of seeds in each group’s half.

### **“Spicy Hot Colors Reading” Worksheet**

#### **Directions:**

- Students complete the worksheet. Read the color in each square and use a crayon or marker to color in the corresponding color.



# Spicy Hot Colors: Colores Picantes

First Grade

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	





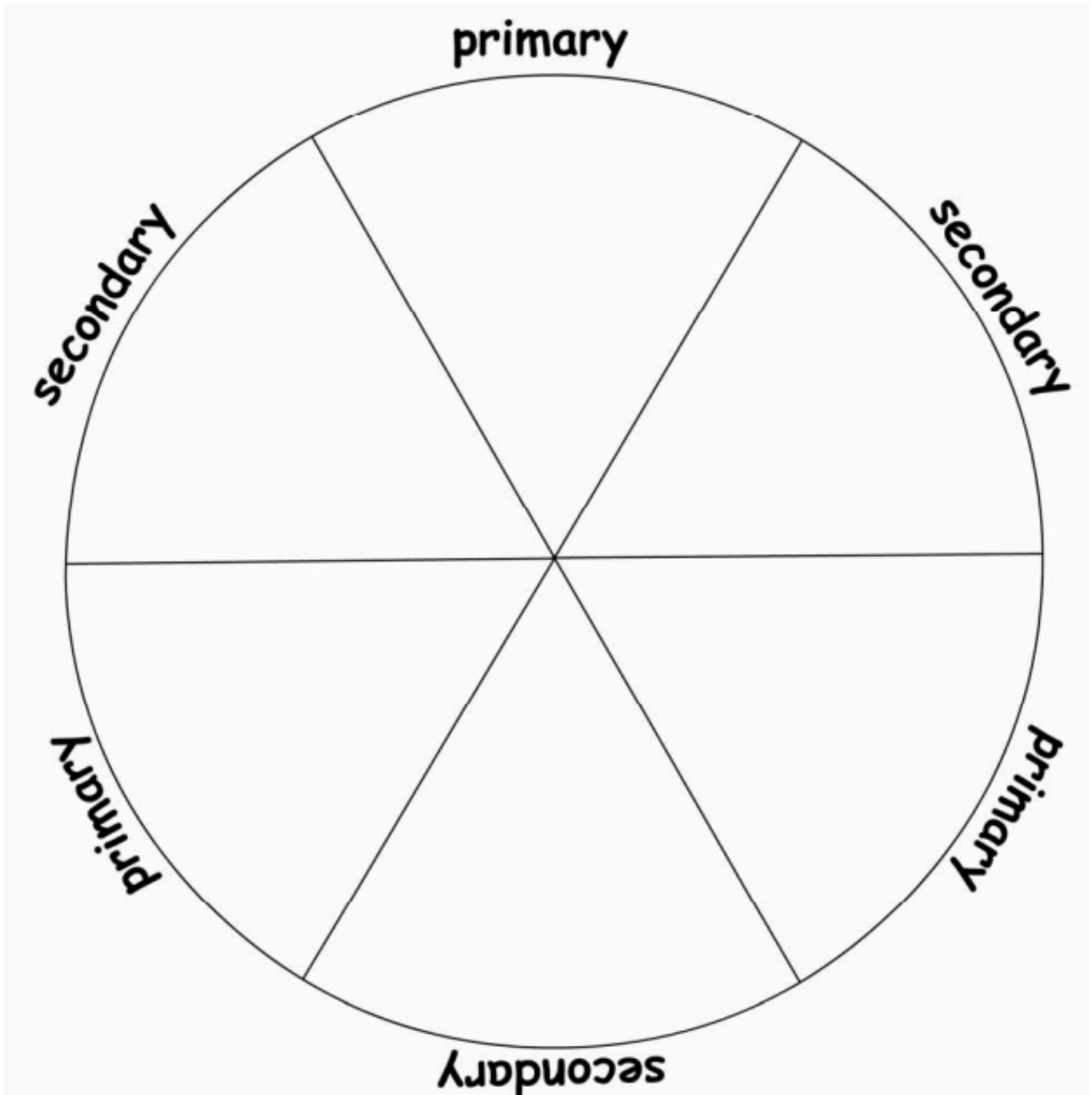
# Spicy Hot Colors: Colores Picantes

First Grade

**Name** \_\_\_\_\_

**Date** \_\_\_\_\_

## Color Wheel





# Spicy Hot Colors: Colores Picantes

First Grade

Name \_\_\_\_\_

Date \_\_\_\_\_

## Spicy Hot Colors Reading

blue	brown	purple
red	green	yellow
black	orange	pink
white	black	green
red	blue	yellow
white	purple	orange
green	brown	black
blue	pink	red