



Spicy Hot Colors: Colores Picantes

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Illustrated by Paula Barragan

Outcome:

Students will demonstrate an understanding of the story through discussion, drawing, reading, writing, listening and experimenting. Students will read and explore, *Spicy Hot Colors*, while utilizing multidisciplinary connections in language arts, art, Spanish and science.

About the Book:

Guided Reading:

E

Region:

Latin America

ISBN:

978-0-8748-3741-4

978-0-874838-15-2

Materials:

- Red, yellow and blue tempera paint
- Paint brushes
- Foam trays for mixing colors
- “Color Wheel” worksheet
- “Expanded Color Wheel” worksheet
- 8-6” sentence strips per student
- Markers or crayons
- Liquid food coloring
- Small clear glass or tubes
- Variety of colored paper
- Scissors
- 6” squares of black, white, orange, light blue (1 per color)
- 4-3” red squares
- 18 unlined, white index cards per student
- 3 large glasses
- 1 sheet of newsprint without print or the margin cut from 3 sheets of newspaper
- Round coffee filters
- Pen
- Clear plastic tape
- Paper towels
- Computer with Internet access or library books
- “Memory Match” worksheet



Spicy Hot Colors: Colores Picantes

Second Grade

Common Core

Standards:

CCSS.ELA-
LITERACY.SL.2.5

Add drawings

CCSS.ELA-
LITERACY.SL.2.1.A

Follow agreed-upon rules
for discussions

CCSS.ELA-
LITERACY.RL.2.10

Read and comprehend
literature

Instructional Plan

Introduction

Directions:

- Use the “Color Wheel” worksheet and the “Expanded Color Wheel” worksheet.
- Explain that red, yellow and blue are primary colors. No other colors can be combined to create them, but mixing any two primary colors creates secondary colors.
- Complete the “Color Wheel” worksheet.
- Paint each color wheel section labeled “primary”: one red, one, blue, and one yellow.
- Paint the sections between the primary colors by mixing the two colors on a foam tray:
 - The section between red and yellow will be orange, between red and blue will be purple, between yellow and blue will be green.
- Instruct students to experiment with color and complete the “Expanded Color Wheel” worksheet by painting the colors indicated in the correct spaces.
- Tell students to start by filling in the colors as they did on the first worksheet. Tell students that mixing equal amounts of the colors on both sides of an empty space creates a new color. Mixing equal parts of yellow and orange will create yellow-orange, equal parts of red and orange will create red-orange, etc.

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.
- Students take turns each reading one page aloud. Teacher discusses any words that might be unfamiliar to the students.



Common Core

Standards:

CCSS.ELA-LITERACY.RL.2.1

Ask and answer questions to demonstrate understanding

CCSS.ELA-LITERACY.RL.2.3

Describe how characters respond to events and challenges

CCSS.ELA-LITERACY.RL.2.7

Use information via illustrations and text

CCSS.ELA-LITERACY.RL.2.10

Read and comprehend literature

Assessing Students' Comprehension:

- Ask students to name the colors in the story in English and Spanish. Name the objects shown for each color.
- Instruct students to each make a chart on a piece of paper with the following headings: Food, Animals, Clothing, Music, Other. Ask students to name the objects in the story and to tell in which category they belong. Record responses under the correct headings.
- Show illustrations and ask students to look at the details on each page and count them.
- Using the first four pages, introduce “onomatopoeia.” Reread each page and ask students which words imitate the sound they make. Ask students to think of other onomatopoeic words including animal sounds.
- Encourage students to make “text-to-self” connections. Tell what the pictures and the colors remind them of and relate them to their own lives. Record responses and draw a picture.
- Encourage students to make “text-to-world” connection. Students share their background knowledge of the pictures. Record responses and draw a picture.
- Ask students why they think the story is titled, *Spicy Hot Colors*.



Common Core

Standards:

CCSS.ELA-LITERACY.RL.2.4

Describe how words and phrases supply rhythm and meaning

CCSS.ELA-LITERACY.RL.2.7

Use information via illustrations and text

CCSS.ELA-LITERACY.RL.2.1

Ask and answer questions to demonstrate understanding

CCSS.ELA-LITERACY.SL.2.2

Describe key details from a text

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.



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Follow Up Activities:

Color Shades and Intensity

Directions:

- Assign each student a number.
- Ask students to look at each page of the book and find many different shades of each color as they can. Ask students why they think the illustrator used many different shades on the same color on each page.
- Fill glasses with water and give the container of food coloring to the first student. Add one drop of color to the water.
- Second student adds another drop of color to the same cup of water. Continue to add one drop of food coloring at a time and discuss the color created after each new drop is added.
- Repeat the experiment with each color of the food coloring.
- Allow students to slowly add another color to each glass to show varying degrees of color changes.
- Working in pairs, students repeat the experiment at their desks.
- Discuss the results.

Writing

Directions:

- Discuss the Spicy Hot celebration shown on the last 2 pages of the book. Instruct students to write a story about the picture.

Color Context

Directions:

- Divide class into small groups
- Explain that “color context” is how color looks in relation to other colors and shapes.
- Teacher and students review the story and note how the artist shows color against different colored backgrounds. Ask how the colors look different against different backgrounds.
- Teacher places one small 3” red square of construction paper in the middle of each of the larger (6”) black, white, orange and light blue squares. Ask students how the red color changes depending on the background color.
- Give each group of students different colored papers and scissors and tell them to experiment with color context.

Common Core

Standards:

CCSS.ELA-LITERACY.W.2.7

Participate in shared research and writing projects

CCSS.ELA-LITERACY.L.2.1.F

Produce, expand and rearrange complete sentences

CCSS.ELA-LITERACY.L.2.5

Demonstrate understanding of word relationships



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Follow Up Activities:

Idioms

Directions:

- Ask students what an “idiom” is: 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:

- | | |
|--|-----------------------------|
| 1. Out of the blue | 11. Heart of gold |
| 2. Once in a blue moon | 12. Tickled pink |
| 3. Feeling blue | 13. Rose-colored glasses |
| 4. Men in blue | 14. Caught red-handed |
| 5. Blue ribbon | 15. Red tape |
| 6. Green with envy | 16. See red |
| 7. Get the green light | 17. Turn as red as a beet |
| 8. The grass is always greener on the other side of the fence. | 18. Roll out the red carpet |
| 9. Green thumb | 19. A yellow streak |
| 10. Golden opportunity | 20. Brown-bag it |

Matching Spanish and English Words

Directions:

- Instruct students to write the colors found in the story, in English, one per index card (9 colors, 9 index cards used).
- Students use the other 9 cards to write the color names in Spanish, one color per card.
- Shuffle the cards; students work with a partner and lay all 18 cards face down in a grid pattern on a table.
- Students take turns turning two cards over at a time. If the cards match (the same color in English and Spanish) the student keeps them. If they do not match, the cards are turned face down in their original spots.
- Play continues until all of the cards are matched.
- To make the activity easier, students may use markers to write each color name in that color.

Common Core

Standards:

CCSS.ELA-LITERACY.L.2.1.F

Produce, expand and rearrange complete sentences

CCSS.ELA-LITERACY.L.2.5

Demonstrate understanding of word relationships

CCSS.ELA-LITERACY.L.2.4.E

Use glossaries and dictionaries



Common Core

Standards:

CCSS.ELA-LITERACY.W.2.7

Participate in shared research and writing projects

CCSS.ELA-LITERACY.RL.2.7

Use information via illustrations and text

CCSS.ELA-LITERACY.SL.2.5

Add drawings

Follow Up Activities:

Chromatography

Directions:

- Explain that “chromatography” is a method of analyzing and separating liquid colors based on how they are absorbed as they contact a medium that soak them up. Certain colors are absorbed more quickly than others and will travel faster and separate from other colors.
- Cut a 1” wide strip from unprinted margin of a newspaper. Cut one end so that it forms a point.
- Place a few drops of green food coloring in a small amount of water in a clear glass.
- Balance a pen horizontally on top of the glass.
- Place the 1” strip flat against the pen and slide the strip down so that the point touches the colored water.
- Tape the strip to the pen at the appropriate height so that the point touches the colored water.
- Observe how the paper absorbs the ink. The paper acts as a wick. When the color has moved half way up the strip, remove the paper from the glass. Students will be able to see bands of different colors. Different dyes travel at different speeds; the yellow and blue dyes that combine to make green will separate.
- Combine food coloring to make orange and purple and repeat the experiment.
- Wet a few round coffee filters and place them over paper towels on a table. Repeat the experiment and watch the colors separate.

Make a Piñata

Directions:

- Research directions and materials needed to construct a piñata.

Cut Paper Illustrations

Directions:

- Inform students that the illustrator used cut paper pictures to illustrate the story.
- Students experiment with colors and shapes to create their own vibrant cut-paper illustrations.



Common Core

Standards:

CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations

CCSS.ELA-LITERACY.SL.2.1.A

Follow agreed-upon rules for discussions

CCSS.ELA-LITERACY.L.2.1.F

Produce, expand and rearrange complete sentences

Follow Up Activities:

“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.
- 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.

Write a Poem

Directions:

- Students write in a form similar to that found in the story:
 - Red as...
 - Orange as...
 - Yellow as...
 - Green as...
 - Blue as...
 - Purple as...
 - Brown as...
 - Black as...
 - White as...
- Incorporate actions and onomatopoeic words.



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Second 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	



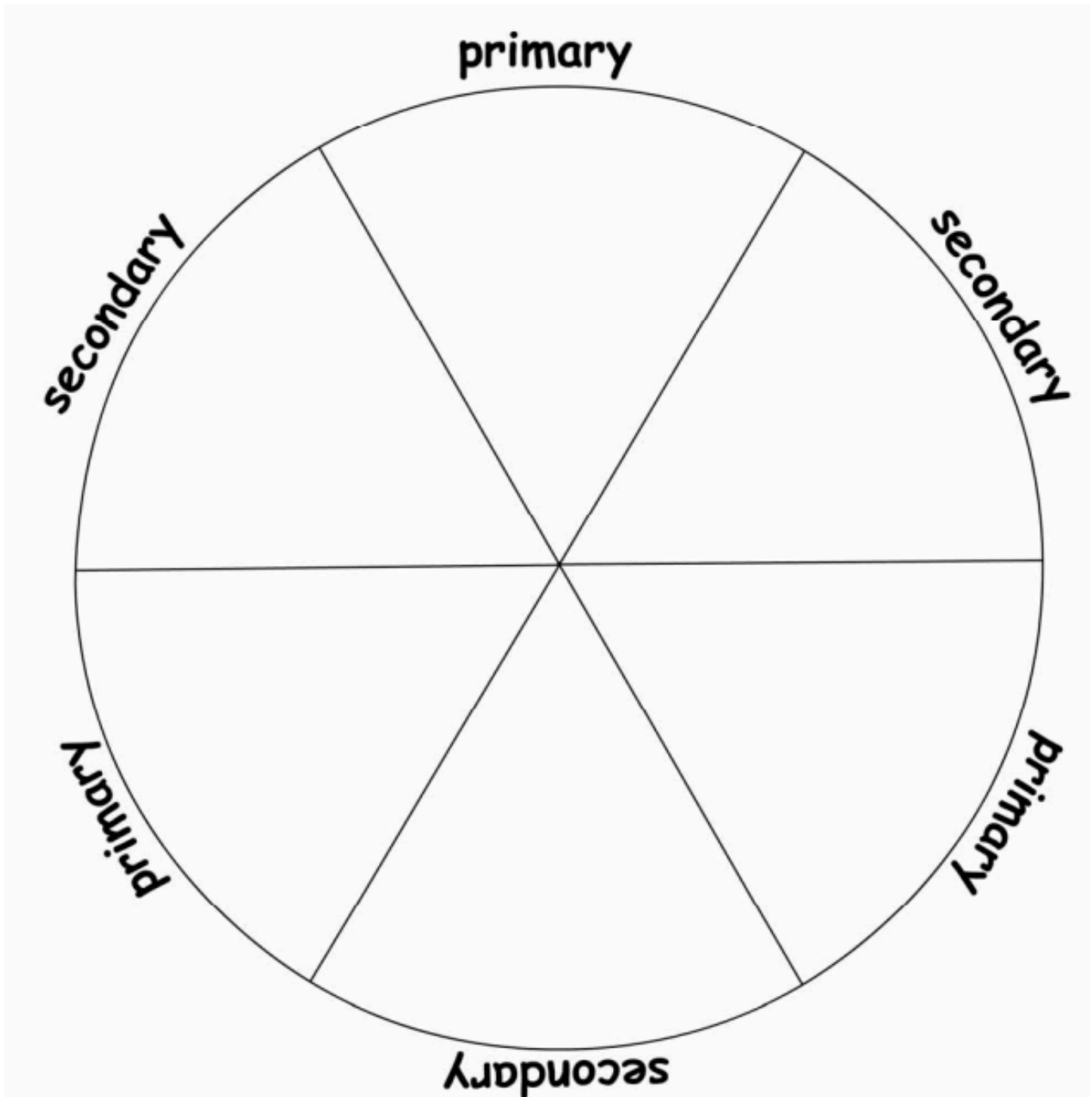
Spicy Hot Colors: Colores Picantes

Second Grade

Name _____

Date _____

Color Wheel





Spicy Hot Colors: Colores Picantes

Second Grade

Name _____

Date _____

Expanded Color Wheel

