



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

About the Book:

Guided Reading:

E

Region:

Latin America

ISBN:

978-0-8748-3741-4

978-0-874838-15-2

Materials:

- Discarded magazines
- Scissors
- 6 sheets of poster board
- Watercolor paints and brushes (red, blue, yellow)
- Containers of water to clean brushes
- Watercolor paper
- Crayons
- “Show Your Colors” worksheet
- Recording of “Mexican Hat Dance,” CD or tape player
- Sombreros
- 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, white) written in English and Spanish
- “Memory Match” worksheet
- Color or Spanish picture books on tape or CD



Spicy Hot Colors: Colores Picantes

Kindergarten

Common Core

Standards:

CCSS.ELA-
LITERACY.RL.K.10
Group reading activities

CCSS.ELA-
LITERACY.RL.K.6
Author & illustrator

CCSS.ELA-
LITERACY.RL.K.4
Questions about
unknown words

Cooking Materials:

- Medium stock pot
- Bowls, soup spoons, napkins
- Ladle, spatula
- 1 tablespoon olive oil
- 3 garlic cloves, minced
- 1 teaspoon dried oregano
- 1 (10.5 oz) can condensed chicken broth
- 2 cups cooked corn
- ¼ cup chopped cilantro
- 2 boneless chicken breasts, pre-cooked & cut into small pieces
- Crushed tortilla chips

Instructional Plan

Introduction

Directions:

- Ask students to name his/her favorite color.
- Record those colors on the board and make tally marks to show how many students chose each color.
- Make a bar graph to display the information.
- Ask students to each say one object for each color named.
- Lead students in a “color walk” around the school. Students name objects and their colors.

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 colors in both English and Spanish.



Common Core

Standards:

CCSS.ELA-

LITERACY.RL.K.1

Ask & answer questions about details in text

CCSS.ELA-

LITERACY.RL.K.3

Identify characters, settings, & major events

CCSS.ELA-

LITERACY.RL.K.5

Recognize common types of texts

CCSS.ELA-

LITERACY.RL.K.7

Relationship between illustrations and story

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.
- Ask students to count objects on each page.
- 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. Create a book of all the responses for each student.
- Ask students why the book is titled, *Spicy Hot Colors*.



Spicy Hot Colors: Colores Picantes

Kindergarten

Follow Up Activities:

Movement

Directions:

- Teacher and students review the story in search of dance and movement words (ex: slither, slide, samba! wiggle, waggle, rumba!)
- Ask students to show how they think these movements look.
- Tell students to invent their own “spicy hot” dance and show the class.

Color and Emotions

Directions:

- Tell students that most people have strong feelings about color because they evoke emotions in people.
- Name colors and ask students how each color makes them feel.
- Ask students to show facial expressions and body language for how each emotion named makes them feel.

Color Collage

Directions:

- Write one color name, in English and Spanish, on top of each of the 6 poster boards (red, blue, yellow, orange, green and purple). Read the words with students.
- Students cut out magazine pictures of objects that are these colors and paste on appropriate piece of poster board.

Mixing Watercolors

Directions:

- Tell students that the colors red, blue, and yellow are **primary** colors. No other combination of colors can make these three colors. However, any two primary colors can be combined to create secondary colors (green, orange, purple, etc.)
- Students experiment with combining the primary colors. Predict which colors will form from each primary pairing.
- Discuss how the secondary colors were made. Ask each student which color they like best. Students paint a picture with their favorite color.

Common Core

Standards:

CCSS.ELA-
LITERACY.SL.K.5

Add drawings or other visual displays to descriptions.

CCSS.ELA-
LITERACY.RL.K.7

Relationship between illustrations and story

CCSS.ELA-
LITERACY.SL.K.1

Collaborative conversations



Spicy Hot Colors: Colores Picantes

Kindergarten

Follow Up Activities:

“Show Your Colors” Worksheet

Directions:

- Students trace over the dotted lines on the worksheet to write the color names.
- Students color each square according to the color name.
- Ask students which of the squares does NOT require coloring.
- Cut out each color card.
- Teacher asks color-specific questions; students hold up appropriate color cards to answer.
- Give each student a chance to ask classmates a color-specific question. Classmates hold up the color answers to the questions.

Syllable Walk

Directions:

- Review the concept of counting syllables in words.
- Recite color words to students. Students repeat each word, stepping forward, heel to toe, one step for each syllable.
- When students reach one side of the room, they turn around and “syllable walk” back.
- Words: red, orange, yellow, green, purple, blue, brown, black, white, violet, pink, grey, maroon, apricot, scarlet, indigo, lavender, turquoise, raspberry, lime, etc.

Parachute Play

Directions:

- Instruct students to stand equally spaced around a large parachute.
- Assign colors to students so that only three or four students are assigned the same color.
- Tell students to move their arms up and down to make waves with the parachute.
- Call out a color and all of the students that have been assigned that color run under the middle of the parachute while classmates continue to make waves.
- Teacher calls out another color until all students have had a turn.
- If the word “rainbow” is called out, everyone throws the parachute up in the air, turns around once and catches it.

Common Core

Standards:

CCSS.ELA-LITERACY.SL.K.5

Add drawings or other visual displays to descriptions.

CCSS.ELA-LITERACY.SL.K.1

Collaborative conversations

CCSS.ELA-LITERACY.SL.K.1.A

Follow agreed-upon rules for discussions



Spicy Hot Colors: Colores Picantes

Kindergarten

Follow Up Activities:

Mexican Hat Dance

Directions:

- Pair students into dance partners; place a sombrero or circle of paper on the floor between them.
- Tell students that the “Mexican Hat Dance” is a popular folk dance in Mexico and is traditionally performed by dancing around a hat.
- Play a recording of “Mexican Hat Dance;” students clap along to learn the beat.
- Jump and tap the right heel forward once, then tap the left heel forward once, then tap the right heel forward once again.
- Clap hands two times.
- After the hand claps, start with the left heel forward and repeat steps 1 and 2. Repeat 2 more times, leading once with the right foot and once with the left.
- 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.
- Hook left elbows and run around in a circle in the opposite direction for 8 counts.
- Repeat all moves from the beginning.

“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.K.1

Collaborative
conversations

CCSS.ELA-
LITERACY.SL.K.1.A

Follow agreed-upon rules
for discussions



Spicy Hot Colors: Colores Picantes

Kindergarten

Follow Up Activities:

Listening

Directions:

- Listen to recorded color books or Spanish picture books on tape or CD.

Making Castanets

Directions:

- Explain that castanets are popular Mexican rhythm instruments that are usually made with shells.
- Punch a hole in the center of each jar lid (2 of the same size for each student) with a hammer and nail.
- Push both ends of a 4" piece of elastic through the hole, leaving a small loop for the student's finger on the topside of the lid.
- Students place his/her find in the loop and teacher ties the ends into a large knot on the underside of the lid.
- 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

Directions:

- Refer to the ingredients listed on page 2 under "Cooking Materials"
- Present the cilantro and allow students to smell and taste.
- In medium stockpot, heat oil over medium heat.
- Sauté onion and garlic in oil for about 3 minutes.
- Stir in chili powder, oregano, tomatoes, chicken broth and water.
- Bring to boil and simmer for 5 to 10 minutes.
- Stir in corn, beans, cilantro, and chicken. Simmer for 10 minutes.
- Ladle soup into bowls and top with crushed tortilla chips and cheese. Serve.

Common Core

Standards:

CCSS.ELA-
LITERACY.SL.K.1

Collaborative
conversations

CCSS.ELA-
LITERACY.SL.K.1.A

Follow agreed-upon rules
for discussions

CCSS.ELA-
LITERACY.SL.K.2

Confirm understanding
of text read aloud

Spicy Hot Colors: Colores Picantes

Kindergarten



Common Core

Standards:

CCSS.ELA-LITERACY.RL.K.9

Compare and contrast

CCSS.ELA-LITERACY.L.K.2.D

Spell simple words phonetically

CCSS.ELA-LITERACY.L.K.1.F

Produce and expand complete sentences

CCSS.ELA-LITERACY.SL.K.5

Add drawings or other visual displays to descriptions.

Follow Up Activities:

Compare and Contrast

Directions:

- Read *Cool Cats Counting*, also by Sherry Shahan.
- Compare and contrast with *Spicy Hot Colors*.

Spelling

Directions:

- Write a color name in corresponding color in both English and Spanish on 9 pieces of paper (red, orange, yellow, green, purple, blue, brown, black and white)
- Students spell out the color names in English and Spanish using pre-painted pasta letters.

Drawing

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.



Spicy Hot Colors: Colores Picantes

Kindergarten

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

Kindergarten

Name _____

Date _____

Show Your Colors

red	yellow	blue
white	black	orange
green	purple	brown