



LEARNING PLAN OVERVIEW

UNIT 4: LESSON 1
GRADE K-3

LEARNING GOAL

I can identify the colors in Spanish in order to describe common objects.

COMMON CORE CONNECTION

Vocabulary Acquisition and Use

Sort common objects into categories to gain a sense of the concepts the categories represent.

LEARNING FLOW

- Prior to the start of class, write the learning goal on the board, and open **Los Colores** Learning Page. Greet students, point to the learning goal on the board, read it aloud, and have students repeat the goal after you. Share with students what your favorite color is and why. Then allow students to briefly turn-n-talk with a partner or with their tablemates to share what their favorite color is and why.
- Say: Let's start the day with ASL and learn the colors in sign language. Play Sign Time Video. Pause as needed to have students do the signs along with the video.
- Play the Teacher Time Video 1. Encourage students to repeat the colors in Spanish as prompted.
- Distribute Lesson 1 Worksheet (Page 1) to students and crayons/colored pencils. Display the worksheet on the board as you read and model the instructions. *You may elect to focus on the spelling/tracing of the first two colors: rojo and azul for younger learners (K/1) and all four colors: rojo, azul, verde and amarillo for Grades 2-3.
- Have students point to each color on their worksheet as you lead them spelling each color in English and then have them say the color in Spanish. Afterwards, students can trace the words and color the matching objects.
- Next, click [here](#) to display the vocabulary speaking cards and have students repeat each color, and then click [here](#) to play a whole class vocabulary game. You can call on volunteers to come up to the board to point to the answer or you can have the whole class say the answer together.
- Pass out Lesson 1 Worksheet (Page 2) and project it on the board. Click [here](#) to play the audio for the activity. Have students follow along as they read sentences from the worksheet together with the teacher. Afterwards, reread the sentences together as a class.
- If time permits, play a quick game where you say one of the colors and have students find items in the classroom that represent the color and then they have to point to it or hold it up and say the color in Spanish.





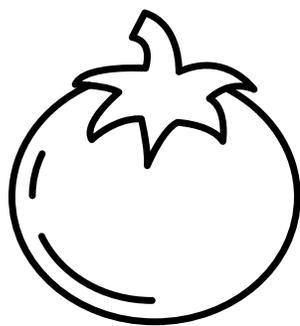
Los colores

The Colors in Spanish

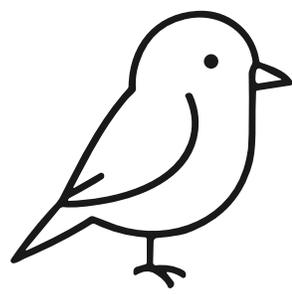
Read aloud and trace each color in Spanish.
Then color the matching picture.

What's your favorite color?
Do you like more than one color?
What do you like about that color?

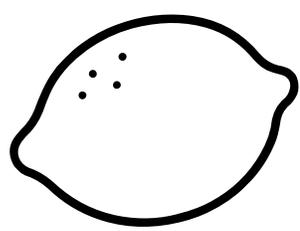
Trace/write.



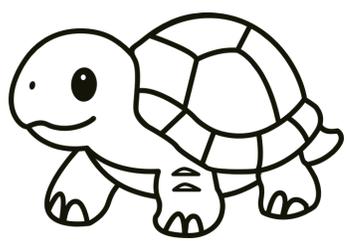
rojo



azul



amarillo



verde



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SCAN ME

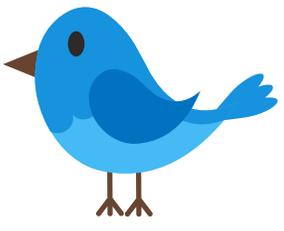
Point to each word as the sentence is read aloud.
Afterwards, practice reading the sentences aloud with your teacher. Afterwards, trace/rewrite the sentence.

Read aloud.



El tomate es rojo.

El tomate es rojo.



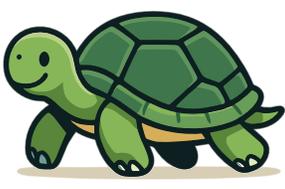
El pájaro es azul.

El pájaro es azul.



El limón es amarillo.

El limón es amarillo.



La tortuga es verde.

La tortuga es verde.