Colors Crackle, Colors Roar

Students will use *Confetti Poems for Children* to learn about colors, culture, and poetry.

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**Grade Level**
Grade 1

**Duration**
1 class period

### National Geography Standards

**Element Two: Places and Regions**

**Standard 4.** The physical and human characteristics of places

**Standard 6.** How culture and experience influence people’s perceptions of places and regions

### Arizona Geography Strand

**Concept 2: Places and Regions**

- PO 1 Discuss human features (e.g., cities, parks, railroad tracks, hospitals, shops, schools) in the world.
- PO 2 Discuss physical features (e.g., mountains, rivers, deserts) in the world.
- PO 3 Recognize through images of content studied (e.g., Egypt, Arizona, local community) that places have distinct characteristics.

### Other Arizona Standards

**ELA Common Core Standards**

**Reading**

**Literature Craft and Structure**

1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**Writing Language**

1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use frequently occurring adjectives.

**Foreign and Native Language Standards**

1FL-F1. Comprehend and interpret a brief narrative or poem

Spanish words that are used commonly in the Southwest.

### Overview

Colorful words should be part of a child’s world. Colorful words in Spanish and English become the crackle and roar in this book of poetry. The use of both English and Spanish language allows for participation from both English speakers and ELL students.

### Purpose

This lesson will give students practice in using rhyming words and creating a poem using colorful language. Students will also become familiar with

### Materials

- Transparency of a map of North America
- Brightly colored strips of paper—red, black, brown, yellow, grey, green, silver, blue, purple, gold, orange
- Popsicle sticks

### Objectives

The student will be able to:

1. Recognize and reproduce rhyming sounds in a
Colors Crackle, Colors Roar

piece of poetry
2. Identify the source of some of the words in the poem as Spanish
3. Recognize that Spanish is the major language of Mexico.

Procedures

1. The teacher will read the poem Colors Crackle, Colors Roar aloud to the class. Discuss the unfamiliar vocabulary words (grackles, clickety, sizzles, rustles, whiskers, jingles, pajaritos, thunders, rumbles, brassy, blares, striped, crackle).

2. The teacher will read the poem again and ask students to listen and respond to the colors mentioned in the poem (red, black, yellow, white, silver, purple and orange).

3. Write these words on the board. If you have a dry erase board and a variety of dry erase pens, you can color code the words for your ELL students for help in word recognition.

4. Ask if there are any words that might not be as recognizable as color words (café-brown, verde-green, gris-grey, azul-blue, and oro-gold). Write these words on the same dry erase or chalk board.

5. Show the transparency of North America. Explain how we live in the United States and in specific, we live in Arizona. Point out how Arizona shares a border with Mexico. Then discuss the languages used by the United States and Mexico.

6. Translate what the Spanish words for the different colors mean in English. (It might be fun to translate the first list into Spanish).

Assessment

Informal assessment using the Popsicle sticks. Cut strips of thin paper and glue the individual strips to Popsicle sticks (or have the students make them). Pass the Popsicle sticks out to the class. The teacher calls out a color in Spanish, and the children with that color wave the sticks. The teacher calls out a color in English and asks for a rhyming sound.

Formal assessment: Each student will produce an individual poem of 4 lines. Students will use at least two colors and 2 rhyming sounds to show mastery of the lesson.

Extensions

Using the words listed in both English and Spanish, the class, under the teacher’s guidance, could write a piece of original poetry (or complete a class book) using all of these color words. The two books listed below could also provide models for extension.

Hailstones and Halibut Bones by Mary O’Neil
ISBN 0385244851

Little Blue and Little Yellow by Leo Lionni
ISBN 0688132855

Sources

Confetti Poems for Children by Pat Mora-illustrated by Enrique O. Sanchez
Lee & Low Books, Inc. New York