



# Colors Crackle, Colors Roar

**Author** Patricia Touchette Hutchinson  
**Grade Level** 1  
**Duration** 1 class period

## National Standards

### GEOGRAPHY

#### Element 2: Places and Regions

- 4. The physical and human characteristics of places
- 6. How culture and experience influence people's perceptions of places and regions

## AZ Standards

### ELA

#### Reading Craft and Structure

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

#### Language

- 1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - e. Use frequently occurring adjectives.

## Arizona Social Science Standards

### GEOGRAPHY

#### Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

- 1.G3.1 Explain why and how people, goods, and ideas move from place to place.

## Overview

Colorful words should be part of a child's vocabulary. The use of poetry gives this child a chance to practice his/her language skills in a fun way.

## Purpose

In this lesson, students will use rhyming words to create a poem full of colorful language. Students will also become familiar with Spanish words that are used commonly in the Southwest.

## Materials

- Map of North America  
<https://geoalliance.asu.edu/sites/default/files/maps/N-AMER.pdf>
- Brightly colored strips of paper--red, black, brown, yellow, grey, green, silver, blue, purple, gold, orange
- Popsicle sticks
- My Poem template

- [Confetti Poems for Children](#) by Pat Mora

## Objectives

The student will be able to:

1. Recognize and reproduce rhyming sounds in a 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. Introduce the lesson by orally sharing the poem, *Colors Crackle, Colors Roar* found in the book, *Confetti Poems for Children*.
2. Discuss the unfamiliar vocabulary words (grackles, clickety, sizzles, rustles, whiskers, jingles, pajaritos, thunders, rumbles, brassy, bales, striped, crackle).
3. Then read the poem for a second time and ask students to listen and identify the colors mentioned in the poem (red, black, yellow, white,

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- silver, purple and orange). Write these words on the whiteboard in a variety of colors.
- 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 board.
  - Project the map 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. Explain that even though Mexico's official language is Spanish and the U.S.'s official language is English, lots of Spanish words are in our American vocabulary. Have the students think of some they already know like taco, chihuahua, fiesta, etc.
  - Read the poem for the third time and have students identify the Spanish words that are on the whiteboard or they have just identified. Match the Spanish words to their English translations.
  - Distribute strips of different colors of paper and the same number of Popsicle sticks to each student. Have students glue one strip of paper to one Popsicle stick.
  - Call out the colors in English and have the students hold up the Popsicle stick with that color. Then call out the colors in Spanish and have the students hold up the correct color.
  - Conclude the lesson with having students create their own color poem. Distribute the My Poem template. Explain that they are to write a poem on the lines. They can use more lines if needed.

Their poem needs to include at least 3 colors and 2 rhyming sounds.

## Assessment

### ELA and Geography

The identification of color words and color words in Spanish can be measured by teacher observation during the Popsicle stick activity. Mastery will be considered 100% of the words in English and 80% of the words in Spanish.

### ELA

The My Poem can be graded for having at least 3 colors and 2 rhyming words. Mastery will be considered the poem having 100% of both of these requirements.

## Extensions

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 1996 ISBN1-880000-85-7  
Lee & Low Books, Inc. New York