



Unidad 1-Colores

Lección 1

Rojo

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LECCIÓN
/ LESSON

1

ROJO
/ RED

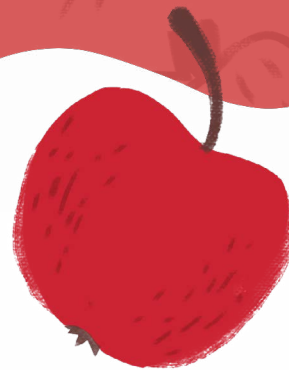
1. *Objetivos / Objectives*

We will learn to say the color red in Spanish - **rojo** - and the names of some red fruits.

We will learn how to ask and answer questions such as: *¿De qué color es?* / What color is it? and *¿Qué fruta es?* / Which fruit is it?



Listen to the vocabulary, sentences and other phrases in Spanish.



2. *Materiales / Materials*

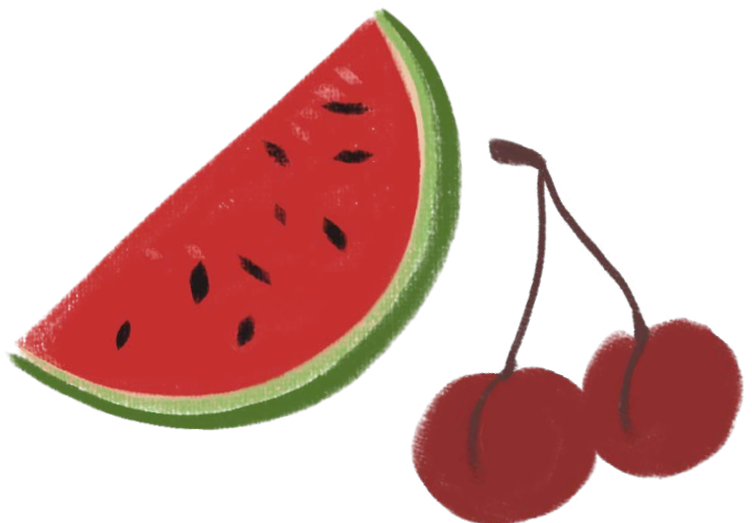
- Fruit flashcards included in this lesson or toy or real fruit if available
- Worksheet
- Book about the color red such as:
 - *"Red-Rojo"* by Meritxell Marti
 - *"Colores Rojo / Colors Red"* by Esther Sarfatti
- Song *"Arcoíris"* by Tic-Talk Spanish



3. *Vocabulario y oraciones / Vocabulary and sentences*

Palabras / Words

- *La manzana* / apple
- *La frutilla / la fresa* / strawberry
- *La cereza* / cherry
- *El tomate* / tomato
- *La frambuesa* / red raspberry
- *La sandía* / watermelon

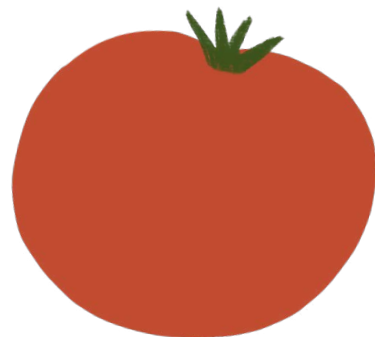


Oraciones/ Sentences

Q: *¿De qué color es?* Q: What color is it?
A: *Es rojo/ Es roja.* A: It is red.

Q: *¿Qué fruta es?* Q: What fruit is it?
A: *Es una manzana.* A: It is an apple.

Q: *¿De qué color es el/ la ___ (fruta)?* Q: What color is the ___ (fruit)?
A: *El/ La ___ (fruta) es ___ (color).* A: The ___ (fruit) is ___ (color).



ABQ 4. Gramática/ Grammar

Nouns have either a masculine or feminine gender. Although there are nouns that end in a consonant, which does not indicate the gender, many nouns end in a vowel. A masculine singular noun ends in “e” or “o.” A feminine singular noun ends in “a.” There are a few exceptions like “**la mano**” (the hand).

For example: **tomate**
manzana

Articles must agree with the gender of the noun. In this lesson we will focus on **definite articles**.

	Spanish		English
	<i>masculine singular</i>	<i>feminine singular</i>	<i>singular</i>
Definite article	El	La	The
Indefinite article	Un	Una	A or An

For example: **el tomate**
la manzana

Keep in mind that the article always indicates the gender of the noun. This is helpful to know when you encounter a noun that ends in a consonant.

For example: **el limón**



In this lesson we mention indefinite articles but we will learn about them in lesson 3.

Adjectives must also agree with the gender of the noun. An adjective describing a masculine singular noun ends in either “e” or “o.” An adjective describing a feminine singular noun will end in “a.”

For example: **El tomate es rojo.**

La manzana es roja.

**Please note that adjectives follow the noun except in some cases of poetry.*

We will learn about grammar for plural nouns in the next lesson.

5. **Procedimiento** / Procedure

- Read a book aloud about **rojo**/red. Point to the pictures and say “**rojo.**” Do this several times as you read the book.
- Show your child each fruit and say the color and the name. For example, “**manzana roja.**” Pass each fruit to your child and have him/her pass it back to you. As you pass it, say its color or its color and name. For example, “**rojo**” or “**manzana roja.**” Sometimes the child will say the words after you, but many times he/she will not. That’s okay because your child is still being exposed to Spanish.
- Complete the worksheet by coloring each fruit red and asking what color it is.

Q: **¿De qué color es la manzana?**

A: **La manzana es roja.**

Q: **¿De qué color es la fresa?**

A: **La fresa es roja.**

Q: **¿De qué color es la cereza?**

A: **La cereza es roja.**

Q: **¿De qué color es la sandía?**

A: **La sandía es roja.**

Q: **¿De qué color es el tomate?**

A: **El tomate es rojo.**

Q: **¿De qué color es la frambuesa?**

A: **La frambuesa es roja.**

- Sing “**Arcoíris de Colores**
/ Colorful Rainbow.”

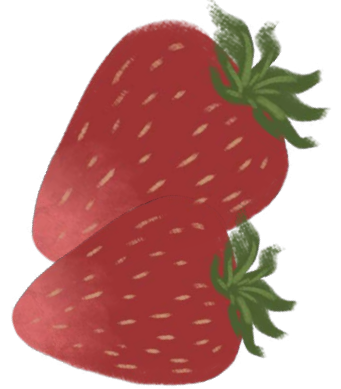


Arcoíris
Scan the QR
and sing along”



✓ 6. *Conclusión* / Conclusion

Go over the names of each fruit and the color.
For example: *manzana roja, tomate rojo.*



🎲 7. *Juegos* / Games

Nombra la fruta / Name the fruit

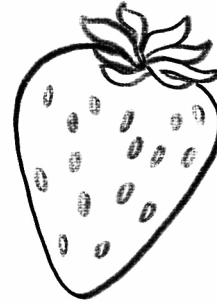
Place all the red fruits in a bag. Then ask your child to close his/her eyes and have him/her hold a fruit for three seconds inside the bag. Next, take the bag away while the child is still holding the fruit and ask, “*¿Qué fruta es?* / What fruit is it?” Give the child time to answer. If he/she does not remember the name in Spanish, you can tell him/her to repeat after you. For example, “*Es una manzana.* / It is an apple.”



Frutas de color rojo / Red fruits

Color each fruit **rojo**. Ask your child,
“¿De qué color es el/la ___ (fruta)?” /
“What color is the ___ (fruit)?”

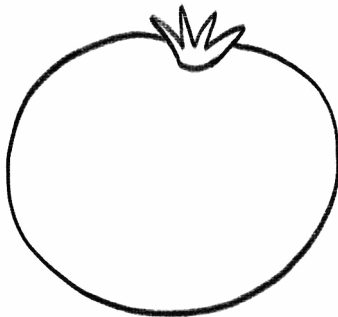
For example: ¿De qué color es la manzana? /
What color is the apple?



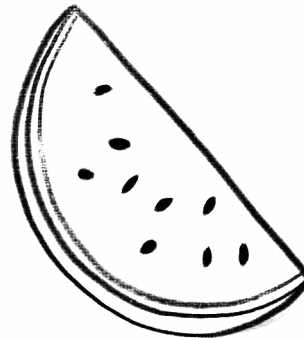
La fresa



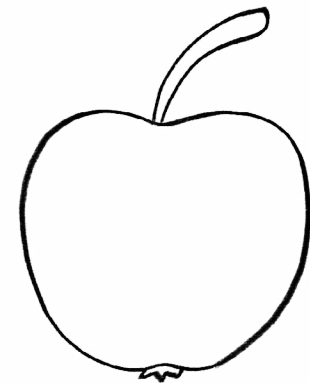
La cereza



El tomate



La sandía



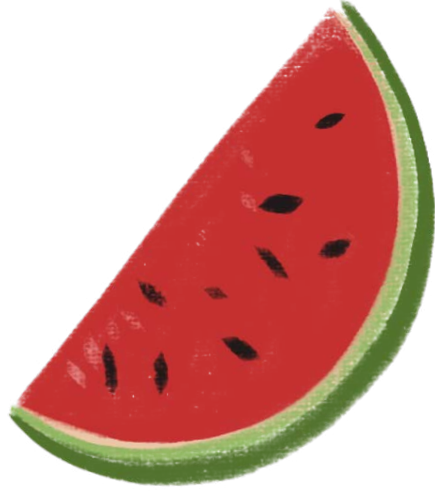
La manzana

Then have the child answer, “El/La ___ (fruta) es ___ (color).” / “The ___ (fruit) is ___ (color).”

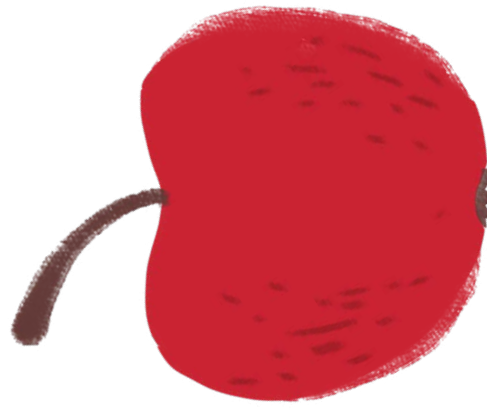
For example: **La manzana es roja.** / The apple is red.



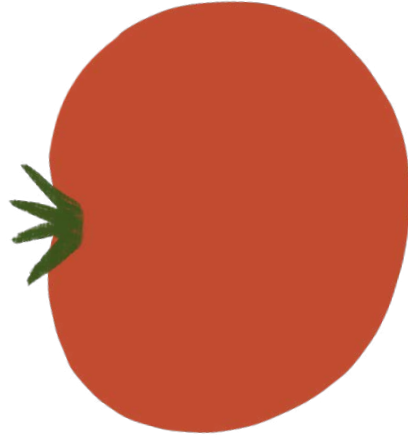
LA CEREZA



LA SANDÍA



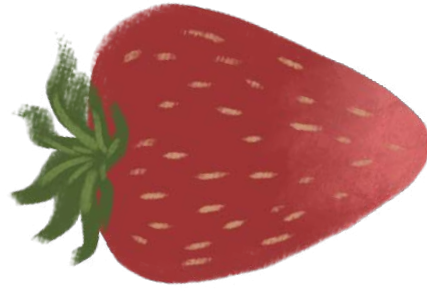
LA MANZANA



EL TOMATE



LA FRAMBUESA



LA FRESA

