

Lesson 4: *Somos un arco iris* *We Are a Rainbow*

THEME: Appreciate Diversity

BOOKS: *Somos un arco iris / We are a Rainbow* –
Written and illustrated by Nancy María Grande Tabor
Shades of People Written by Shelley Rotner and Sheila M. Kelly
Photographs by Shelley Rotner

MATERIALS:

- **World Map**
- **Paint chips showing different shades**
- **Pointer**
- **Highlighter tape (optional)**
- **Song: “Love Comes in Every Color”** By Bunny Hull on Peace in Our Land
Album <https://youtu.be/GLfpDsi5f5s?t=4>
- ***Laminated Poster 1:** Titles, Authors, and Illustrators
Vocabulary words: Bilingual, shades, symbol
- ***Laminated Poster 2:** Lyrics to chorus of song

POSSIBLE LITERACY FOCUS: Uppercase and lowercase letter “L”
One to one matching. Using picture cues to read words.

BEFORE READING OF STORY: Show book to children, and read titles and author of *Somos Un Arco Iris*. Ask children if they remember what an author and illustrator does.

Sample dialogue:

There is something special about this book, can anybody guess? This is a bilingual book. Does anyone know what bilingual means? Yes, when a person speaks two languages that person is bilingual. This book is written in two languages – English and Spanish. Can any of you speak Spanish? Are any more of you bilingual? What languages do you speak? Ms. Aida is bilingual, and she will help us read the book today. Show world map. Ms. Aida came from a country called Colombia, (Show on map) and she speaks Spanish. Now she lives here in the Seattle area. (Show on Map) I am from Arizona, (Show on Map.) and now I live here. Ms. Aida has taught me Spanish and has shared some of the foods they eat in Colombia with me. I have learned a lot from her. I have helped her with some English and have shared some of the foods my family eats. My husband is also bilingual. He speaks Farsi and he

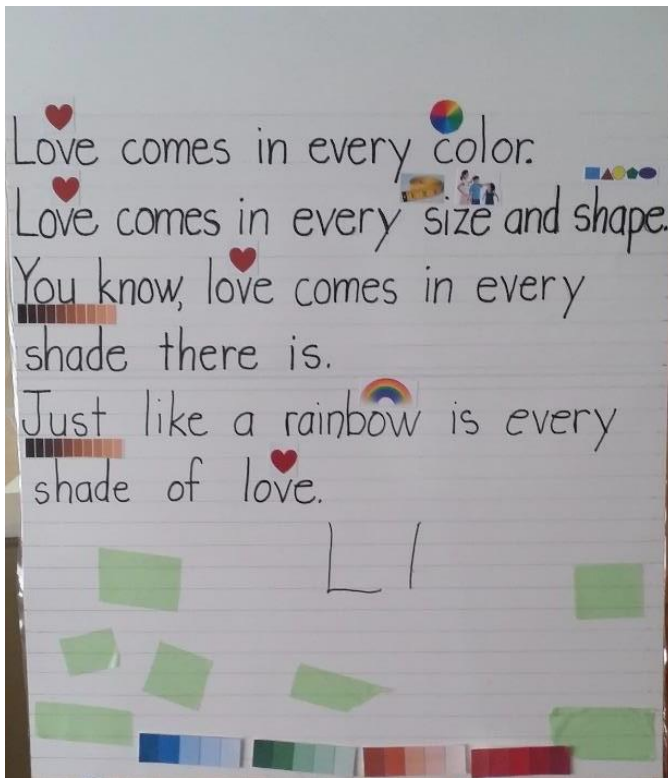
comes all the way from a country called Iran. (Show on map) He is also learning how to speak Spanish. I have learned a few Farsi words, and he has shared delicious food from his country with me. I am so happy that I have learned to make food from Iran. I am also learning another language—Italian. Show Italy on map. Let us read the book and see what we can learn...How are we like rainbows?

Note: English and Spanish sentences are read alternately on each page.

The previous dialogue is an example of what a teacher can discuss with the class before reading the story. The teacher can read both the English and Spanish words or have a guest reader help. One can bring in their own experiences with other languages and cultures and bring in the experiences of the children in class. It is important that children see that many of us come from different places, that we can share what we know, that we can learn from each other, and that we have many things in common. When reading, stop at appropriate places to ask questions.

AFTER READING OF STORY: Discuss what they may have learned from the book. *What was the author trying to tell us? What did they like about the book?* Go back to the vocabulary word: *symbol* (Ask them what a heart might represent.) Ask the children what the vocabulary word: *shades* mean. After discussion go directly to reading/viewing of book, *Shades of People*.

READING OR VIEWING OF SECOND BOOK - *Shades of People*: Read the title, and both authors and illustrator's names. Ask the children if they can tell you what is different about the illustrations in this book compared to previous book that was read. *Photographs!* As time permits, read or view the book. As you are showing the book cover, ask them why they think the title is: *Shades of People*. Point out the diversity in shades of skin, hair, eyes, etc. Ask children if they can see children that look like themselves. Many children can relate to this book. This book is an integral part of the lesson. If children have been sitting too long, have them stand up and shake their sillies out before reading of this second book. If time does not permit, read the book the next day, making the connection with the previous day and vocabulary word: *shades*.



The chorus of the song has a good message, and it may be more age appropriate for use in preschool presentations, rather than singing the whole song. Teachers will have to evaluate if they would like the children to sing some, or all of the stanzas. This song has beautiful lyrics and complements the book.

Teacher reads the lyrics two times as she points to them, and stops at words that have pictures above them. Many children will use the picture cues to read the words. Explain how pictures can help them read words in books. Invite a child to point to the words while it is read a third time. Teacher may need to help.

Play the song. Children and teacher sing chorus three times and listen to other stanzas.

Besides one to one matching of words and using picture cues to read words, the letter "L" can be a focus. Teacher can demonstrate the sounds and have children make the sound. Teacher invites different children to find a word with the lowercase "l" and an uppercase "L". The child can point to the word or can use highlighter tape to put over the word.

Materials for Art Activity:

Glue

Crayons or markers

Construction paper balloon shapes made with a variety of colors. (Pattern below)

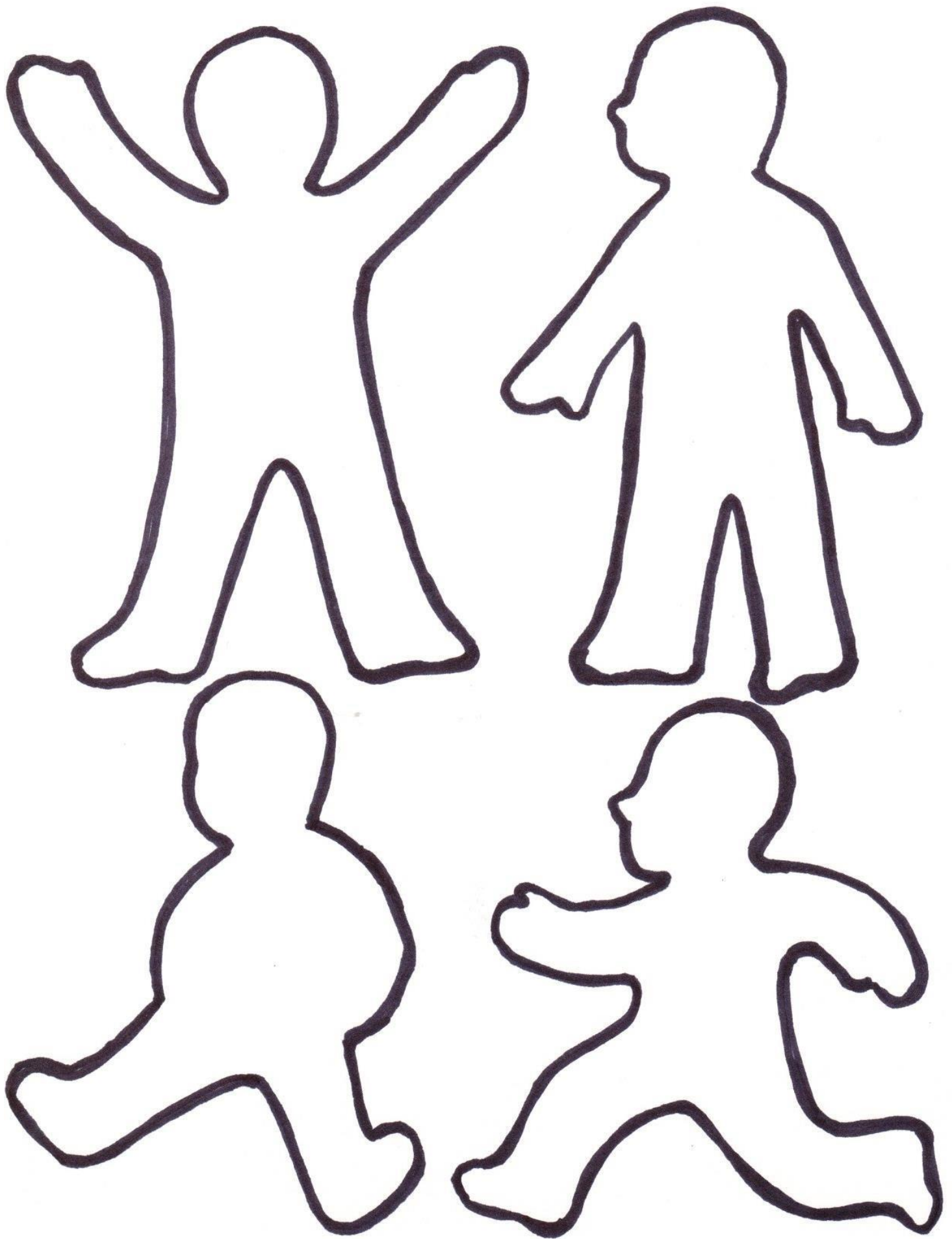
Ribbons tied to balloon shape

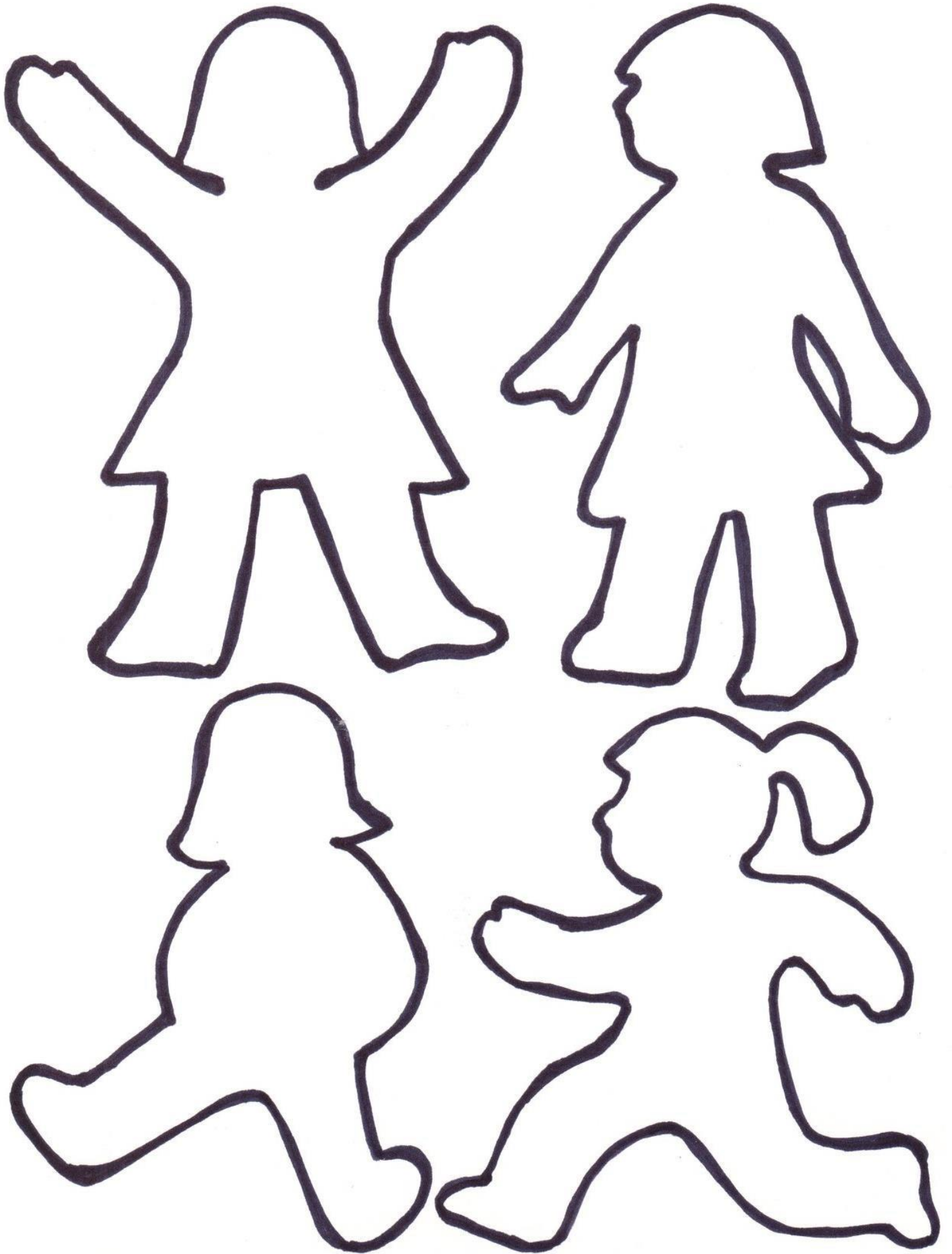
Construction paper children shapes in many shades. (Patterns at end of lesson)

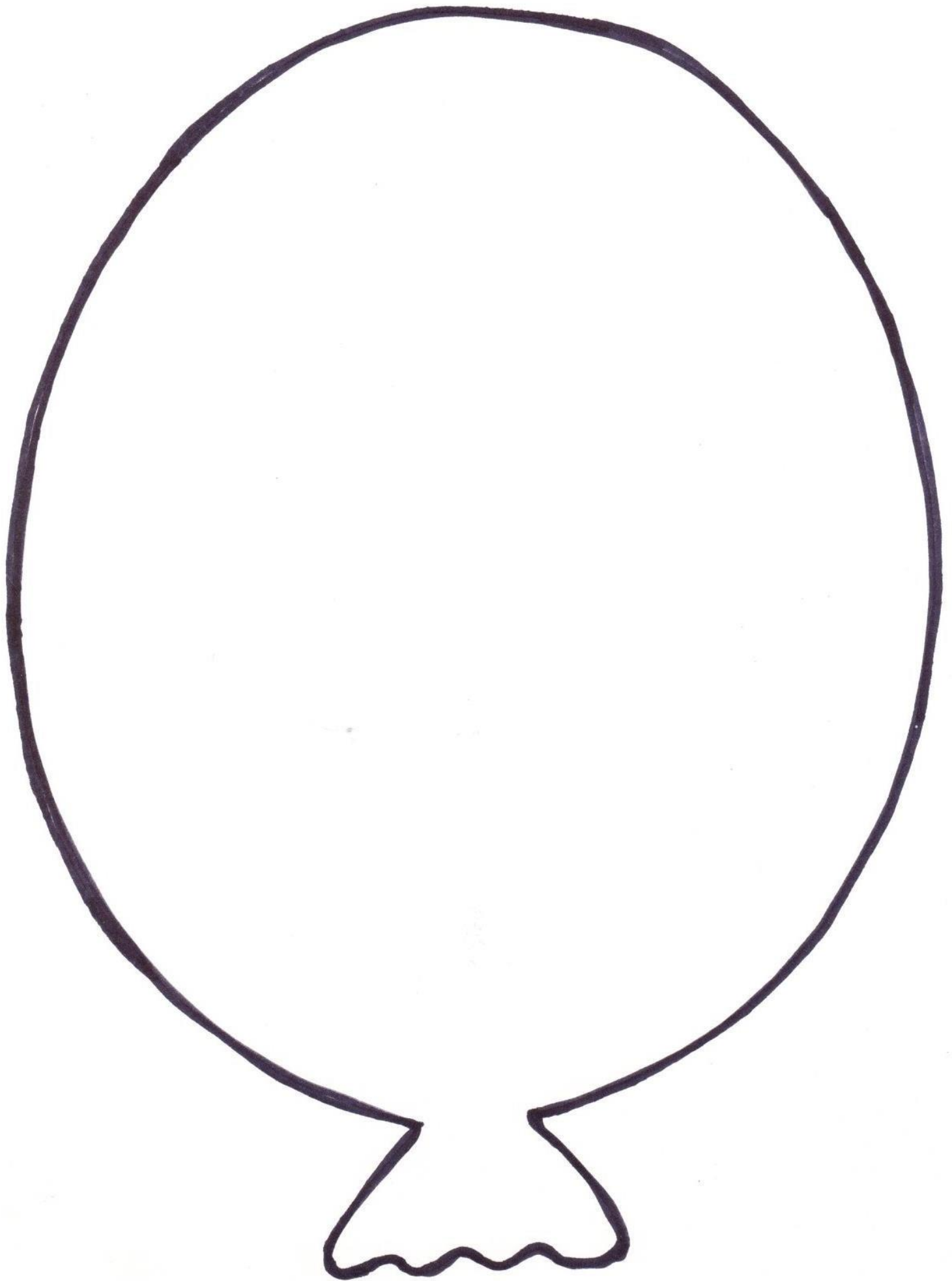


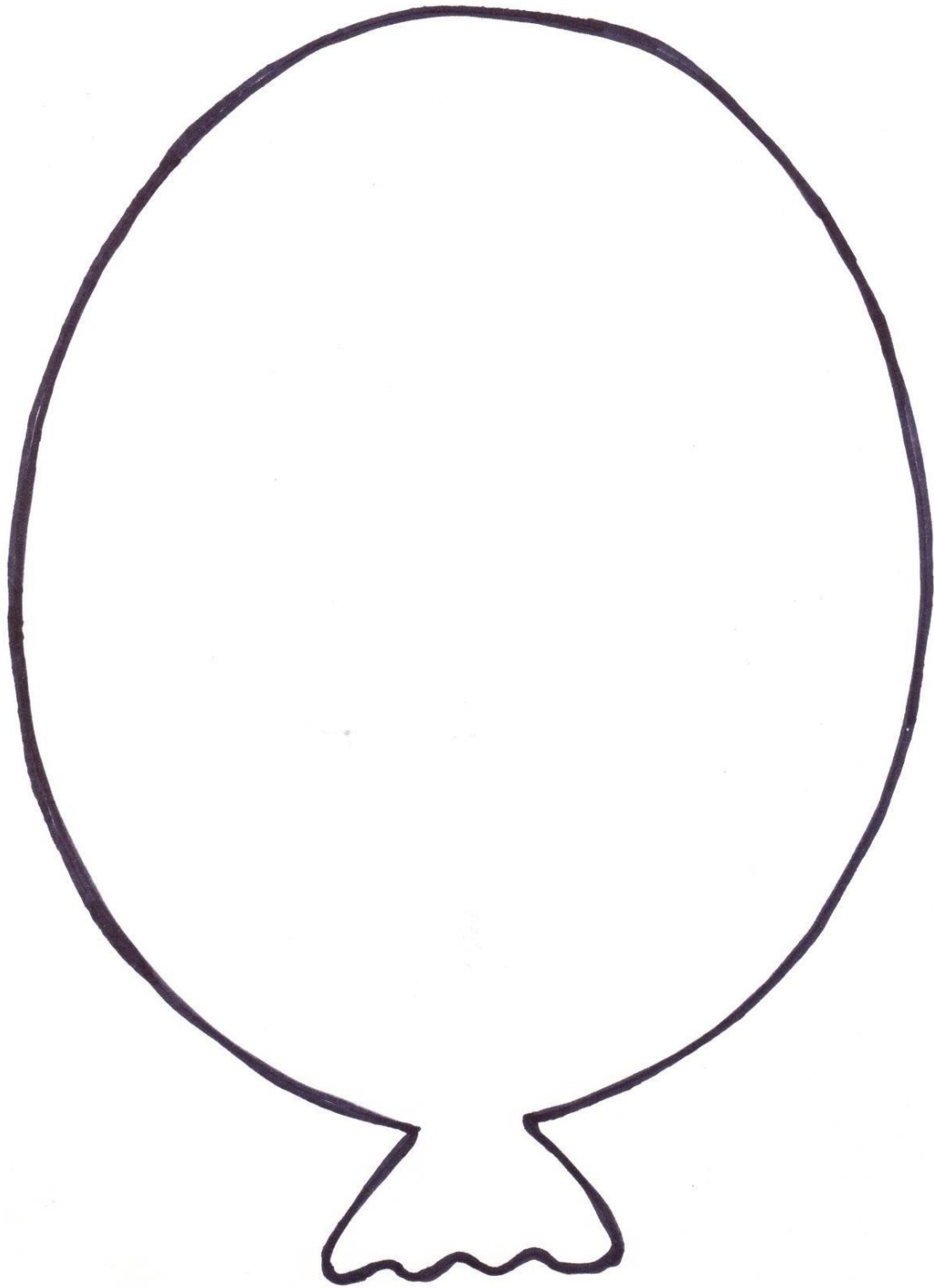
Children pick a balloon color and a child color in any shade they would like. They may choose to try to match their skin color. They put their name on the back of the balloon and glue the child shape on the front of balloon where the bow is. Many children will want to draw clothes on the child shapes, and others will not. They decorate their balloons with crayons and take them home, or the balloons are put up in the classroom to remind them that diversity is something to be appreciated and celebrated.











"Song Love Comes in Every Color" by Bunny Hull

You and I don't look the same.
Your eyes are brown.
My eyes are green.
We both like to laugh, and we both like to sing.
And we both like to feel the joy that love can bring.

Chorus:

Love comes in every color.
Love comes in every size and shape.
You know love comes in every shade there is.
Just like a rainbow is every shade of love.

You may be dark. I may be tall.
I may be light. You may be small.
We both love to play.
And we both love to dream.
We both love the feeling a great big hug can bring.

Chorus:

Love comes in every color.
Love comes in every size and shape.
You know love comes in every shade there is.
Just like a rainbow is every shade of love.

Inside each one of us is something we can't see.
We can feel it in our hearts.
When we let it out, share it with somebody else.
Make the world feel better.
Love stays forever.

Chorus:

Love comes in every color.
Love comes in every size and shape.
You know love comes in every shade there is.
Just like a rainbow is every shade of love.

Song can be found on <https://youtu.be/GLfpDsi5f5s?t=4>
<https://www.apple.com/itunes> or www.amazon.com