



# Arco Iris

# About the Show



## MEET THE CAST

**Iris is excited about taking a trip to el parque with Abuela! But while getting ready, Iris has a hard time deciding what color outfit to wear.**

As Iris and Abuela explore each of the colors, they discover the different ways colors appear in the world and their own unique beauty.

Abuela reminds Iris that each color lives inside everyone, so even if we choose one, the rainbow is always part of us.

Told through vibrant imagery, dynamic movement, and a beautiful soundscape, this sensory-rich production is inspired by a Zapoteca myth and Quechua legends about the rainbow.



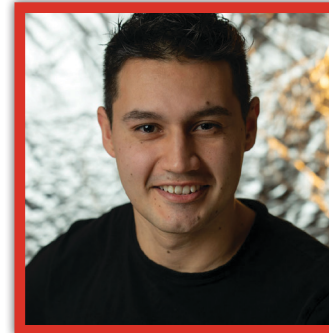
**IRIS**

**Audra Jacobs**  
they / them



**ABUELA / ACTOR 2**

**Diana Gonzalez-Ramirez**  
she / ella



**ACTOR 3**

**Camilo Linares**  
he / él

# About the Show



**An SEL Conversation and Activity: The World Around Us and In Us**

ORAL LANGUAGE, INTERACTING WITH OTHERS, COOPERATION, DISCOVER AND REFLECTION

**Iris explored each of the colors of the rainbow and discovered their unique beauty during the show. Use the following activities and conversation starters with your students.**

## Conversation and Questions



**Begin with some opening questions:**

- › “What is your favorite color in the rainbow?”
- › “Where do you see beauty in our classroom, at school, outdoors, or at your home?”
- › “We are all different and have many things that make us special - what makes you special?”

# Explore the Show



## Music and Movement: Feeling the Beat

RECREATION SKILLS, COGNITIVE THINKING, MOVEMENT AND LOCOMOTOR SKILLS

**Arco Iris featured music that has South American origins. Take the time to dance and move together, feeling the different tempos, feelings, and beats present in each piece of music that you choose to engage with as a class.**

Connect even further and ask your students what color each song sounds like - does a slow and steady beat sound blue? What about fast and erratic - would this be red or yellow?



# Explore the Show

**Cognitive Development: Talk and Share**  
ORAL RECALL, VISUAL PRODUCTION

**Host a post-show reflection with your students to help them recall main parts of the story and make connections to their own world experiences.**

Ask them about their adventures with their own abuelas y abuelos, tía o tíos, or other family members. Ask them to recall their favorite memories in small groups.

While each child is sharing, encourage those listening to draw out the image of the story being shared.

Display the colorful artwork they create in the classroom space.



## EXAMPLE:

*“My abuela/grandma and I planted red, blue, and pink flowers in the garden together.”*



The other students would then be drawing that image.

# Explore the Show



## Visual Art: Rainbow Connection Mural

TACTILE LEARNING, VISUAL COMMUNICATION, FINE MOTOR SKILLS, COLOR IDENTIFICATION

**As a class, you can collaborate on a large-scale rainbow stamping project to hang in your classroom.**

In rotations, allow students to stamp different shapes along a rainbow template you have prepared for them.

You can use different shades of each color, sponges cut into different shapes and sizes, and allow them in shifts to stamp away! Pre-prepare your rainbow sections labeled on butcher paper ahead of time.



## SUPPLIES



Large sheet of  
butcher paper



Rainbow template  
drawn onto paper



Paint

- Red - Rojo
- Orange - Naranja
- Yellow - Amarillo
- Green - Verde
- Blue - Azul
- Purple - Morado



Sponges

# Explore the Show



## Family Portrait

TACTILE LEARNING, VISUAL COMMUNICATION, FINE MOTOR SKILLS

Ask students to describe and create a collage or picture of their family. You can engage in this activity at various levels of ability:

### Beginner

Color and draw a picture of your family.

#### SUPPLIES



Paper



Crayons



Markers

#### SUPPLIES



Colored Paper



Scissors



Crayons



Markers



Glue Stick

# Explore the Show



## Gross and Fine Motor Skills: Color Matching and Identification

LOCOMOTOR SKILLS, MATCHING AND IDENTIFICATION SKILLS, LANGUAGE EXPANSION, ORAL RECALL

**Use this matching activity to teach students how to identify their colors - in both English and Spanish!**

Create a color basket with the color written on the basket (red/rojo, green/verde, blue/azul, etc); in a mixed color basket place objects from around your classroom (blocks, crayons, found objects etc). In small groups ask students to verbally identify the color in spanish and place it in the appropriate color basket!





# Explore the Show



**Language Arts and Literacy: Story Recall of *Arco Iris* and Language Expansion**  
ORAL COMMUNICATION, RECALL, BILINGUAL EDUCATION

**Asking children to recall key story points of the show helps enhance and engage their literacy and recall skills.**

This will help them expand their vocabulary, impact their ability to connect emotion to experience, as well as to aid in the development of stronger attention spans, focus, and concentration.

Here are a few questions you can ask after the performance:

- › What happened in the beginning of the story?
- › Why was Iris upset/frustrated when they were trying to get dressed?
- › What did Iris discover during the story?
- › What happened at the end of the story?

**Favorite Part:** Using a small toy or other “talking item” to pass around, ask each child to share their favorite part of the play.



# Explore the Show



## Creative and Drama Play:

### Story Recreation

PERFORMANCE, COOPERATION SKILLS, WORLD BUILDING, COLLABORATION

After verbally recalling the story, break your class into two groups, giving each group of students and their adult leader a section of the story they saw to recreate (beginning, middle, and end).

Ask students to collaborate together on the characters, setting, and more that they need to recreate the story. After working together, have each group share.

This is also a great opportunity to introduce audience expectations and respect everyone's performances!

## LANGUAGE EXPLORATION:

Iris and Abuela speak Spanish. Use this opportunity to teach translations of people, places, and common objects your students will encounter in their daily lives:

<b>PARK</b>	parque
<b>WATER</b>	agua
<b>SUN</b>	sol
<b>FLOWER</b>	flor
<b>RAIN</b>	lluvia
<b>GARDEN</b>	jardín
<b>BALL</b>	pelota
<b>SNACK</b>	picadera o bocadillo (peruano)
<b>FRIEND</b>	amigo/amiga/amigue
<b>FRIENDSHIPS</b>	las amistades
<b>GRANDMA</b>	abuela
<b>EVERYONE</b>	todos/todas/todes
<b>ARCO IRIS</b>	rainbow

There are many more possibilities!  
Discover the world around your classroom with an expanded vocabulary!

# Explore the Show

## Costume Characters Freeze Dance

PERFORMANCE, COOPERATION SKILLS, WORLD BUILDING, COLLABORATION

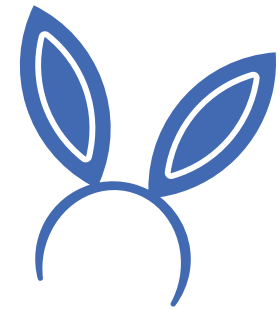
**Pull a variety of costume pieces from your dress up bin and scatter them around the room.**

Play music and ask your students to dance and/or move around the room. When the music stops, they should select a costume piece from the ground or bin such as hats, ties, shawls, and more.

Once they have chosen their costume piece, they need to become a character based on who might wear that costume piece.

Ask students who they are and allow them to create a short scene together being their new characters. How might they walk? Dance? Sing? Speak?

Additionally, ask students how the particular costume makes them feel. Who do they imagine they become when they wear the costume?



# Recommended Reading



- *Abuela* by Arthur Dorros
- *Call me Tree/Llámama Árbol* by Maya Christina Gonzalez
- *Cantando de Colores: A Bilingual Book of Harmony* Translated by Patty Rodriguez and Ariana Stein
- *Dear Abuelo* by Grecia Huesca Dominguez and Teresa Martinez
- *Isabel and her Colores Go to School* (English and Spanish Edition) by Alexandra Alessandri
- *Let's Be Friends/Seamos Amigos* by René Colato Laínez and Nomar Perez
- *Lola de Junot Díaz y Leo Espinosa/Islandborn* by Junot Díaz and Leo Espinosa
- *My Body is a Rainbow: The Color of My Feelings* by Mallika Chopra and Izzy Burton
- *My Colors, My World/Mis Colores, Mi Mundo* by Maya Christina Gonzalez
- *My Grandma/Mi Abuelita* by Ginger Foglesong Gibson and Viví Escrivá
- *Rainbow Boy* by Taylor Rouanzion and Stacey Chomiak
- *Rainbow Hands* by Mamta Nainy and Jo Loring-Fisher
- *Red: A Crayon's Story* by Michael Hall and Roser Rimbau/*Rojo: Una historia de una cera de colores* de Michael Hall y Roser Rimbau
- *Sparkle Boy* by Lesléa Newman and Maria Mola

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