

UNC-DUKE CONSORTIUM IN  
LATIN AMERICAN &  
CARIBBEAN STUDIES



In this lesson, students will learn how a book's illustrations can be used to help a reader understand new or unknown words. The book *Green is a Chile Pepper: A Book of Colors* by Rosemary Greenfield Thong uses carefully selected Spanish words within short poems to describe nine different colors. During this read aloud lesson, the teacher guides students to use the book's illustrations to understand the Spanish vocabulary that may be unfamiliar to readers.

**Lesson Title/Focus:** Bilingual Color Read Aloud

**Grade Level:** Kindergarten

**Length of Lesson:** 30 minutes

Desired Results	
<p><b>Content Standard(s)</b></p> <ul style="list-style-type: none"> <li>• <b>Standard 1:</b> RL.K.7: With prompting and support, describe how the words and illustrations work together to tell a story.</li> </ul>	
<p><b>Understandings/Goals</b> Students will understand:</p> <ul style="list-style-type: none"> <li>• words and illustrations are used together to tell a story in a picture book</li> <li>• illustrations can be used to help a reader understand unknown or new words</li> </ul>	<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li>• How do words tell a story?</li> <li>• How do illustrations tell a story?</li> <li>• How can a reader use pictures to understand unknown or new words?</li> </ul>
<p><b>Student Objectives (Outcomes)</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• describe how pictures and words work together to tell one story.</li> <li>• understand how pictures and words work together to help the reader understand new vocabulary.</li> </ul>	
Assessment Evidence	
<p><b>Performance Task(s)</b></p> <ul style="list-style-type: none"> <li>• Students will match a new Spanish color vocabulary word with the correct corresponding color, referencing the text as needed.</li> </ul>	<p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>• Students will answer questions orally during the group read-aloud.</li> <li>• Students will answer questions during group work.</li> </ul>

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**Learning Plan**

**Materials**

- “Green Is a Chile Pepper: A Book of Colors” by Roseanne Greenfield Thong
- Markers
- 1 piece each of red, orange, yellow, green, blue, purple, pink, brown and white construction paper
- 1 piece of white paper printed with one corresponding Spanish vocabulary word (rojo, naranja, amarillo, verde, azul, púrpura, rosa, marrón, blanco); for a total of nine pieces of colored construction paper and nine pieces of white paper, the latter of which printed with one of the Spanish color words\*.

**Introduction/Before (:00 - :05):** Pre-test students for their knowledge of Spanish vocabulary: show students the construction paper, one color at a time, and ask what the word is in Spanish. Do not tell the students the correct answer.

Tell students that they will be learning the Spanish words for certain colors by reading a book. Read the title and author. Explain to students that the author uses Spanish words for colors, but that we can use the book’s illustrations/pictures to figure out the meaning of the Spanish word.

**Instruction for Learning and Engagement/During (:05 - :06):** Point to the word *rojo* on the first page and read out loud. Ask students to use the illustration to guess what color the word *rojo* describes. (Answer: Red.) Ask students, “How did the illustrations help you understand what the word *rojo* means?” (Answer: I see lots of red in the picture - red dress, red chilis, red flowers, etc.)

Read the first page. Tell students, “The illustrations can help you understand words you don’t know or understand. I don’t know what the word *salsa* means, but the words say it’s on top of rice. The illustration shows a red sauce on top of the rice. So the picture helps me understand that *salsa* is a type of sauce.”

**Engagement and Practice/During: (:06 - :15):** Continue reading. When a new color is introduced, read the color in Spanish and ask students to guess what color the word describes. Ask students, “How did the illustrations help you understand what the word \_\_\_\_\_ means?”

Select one or two additional Spanish words from the text and ask students to use the illustrations to help them understand what those new words mean.

**Closure/After: (:15 - :30):** After reading, lay out the colored construction paper side by side, in no particular order, in front of the reading circle, so that everyone can see. Ask another volunteer to place the Spanish color vocabulary papers, in no particular order, below the colored construction paper (not on top of the paper yet- everything should simply be displayed).

Once these are set up, ask for a volunteer to pick a vocab word paper and place it on top of the correct corresponding colored construction paper. For example, the “verde” card should go on top of the green construction paper\*. Repeat this matching process, calling on a different student each time, until all colors

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are matched correctly\*. Let the students know that they can refer back to the text to help them remember the new words.

Finally, divide students into nine even groups. Give each group a matching pair, and instruct them to glue the white paper in the middle of the construction paper. Then, ask the group to write or draw other things that are the color they were given in colored paper frame\*. Ask each group to share out their work.

\*See additional resources section for photos of what activity should look like.

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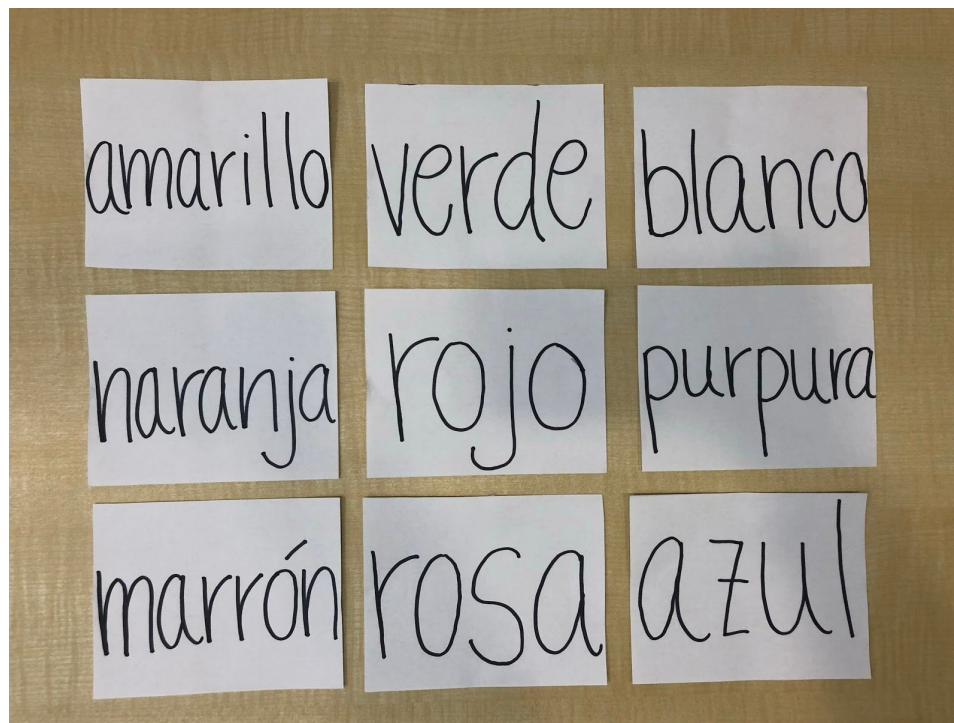
# **Additional Resources**

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**Activity Example Photos**

Set-up:



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Activity Example Photos

Matching pairs:



Finished product(s):

