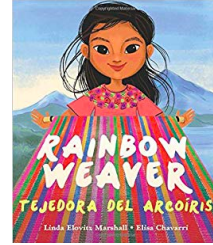


WEEK 6 Day 1



Read Aloud
Rainbow Weaver
Read 1 of 5, Pages 1-8

Big Ideas	As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely. The natural world can improve people’s quality of life and inspire artistic expression.
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Questions	What are sustainable systems, and how do people make responsible decisions for our earth? How can the earth inspire artistic expression?
Content Objectives	I can use key details from the text to describe the characters and setting of the text. (R.6.K.a, R.6.K.b, Global Connections) I can use my understanding of story elements to make a prediction about the story. (R.8.K.a, R.8.K.b)
Language Objective	I can demonstrate my understanding of the text through making predictions and answering questions about key details. (SL.2.K.a)
Vocabulary	weave: to make (fabric) by passing threads or strips over and under each other thread: a fine cord used in sewing and weaving loom: a machine for weaving cloth litter (v): to make messy by scattering trash or other objects

	<p>dull: something that is not shiny</p>														
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> • <i>Rainbow Weaver</i>, Linda Elovitz Marshall Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins “High in the mountains...” • <i>Rainbow Weaver</i> vocabulary cards • chart paper and markers Prepare the following Story Elements chart. <table border="1" data-bbox="500 489 1360 1125"> <tr> <th colspan="2" style="text-align: center;">Story Elements</th> </tr> <tr> <td colspan="2" style="text-align: center;"><i>Rainbow Weaver</i> by Elovitz Marshall and Elisa Chavarri</td> </tr> <tr> <td colspan="2">Orientation:</td> </tr> <tr> <td style="width: 50%;">Characters</td> <td style="width: 50%;">Setting</td> </tr> <tr> <td colspan="2">Sequence of Events:</td> </tr> <tr> <td style="width: 50%;">Problem</td> <td style="width: 50%;">Resolution</td> </tr> <tr> <td colspan="2">Message:</td> </tr> </table> <p>On the whiteboard, write: <i>What have we learned so far about what is important to Ixchel and her family? How do you know?</i></p> <p>Assign children to triads in advance of the lesson for the Think, Triad, Share protocol.</p>	Story Elements		<i>Rainbow Weaver</i> by Elovitz Marshall and Elisa Chavarri		Orientation:		Characters	Setting	Sequence of Events:		Problem	Resolution	Message:	
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<p>Opening 7 minutes</p>	<p>Introduce the text. <i>Today we have a new book, titled Rainbow Weaver, by Linda Elovitz and illustrated by Elisa Chavarri. The book is a fictional story, but is based on true facts about the Mayan community in Guatemala. The full text is written in two languages, Spanish and English, and sometimes a third language, Kaqchikel, is also in the story!</i></p> <p><i>Are any of your families from Guatemala, or from nearby countries Mexico, Belize, Honduras or El Salvador?</i></p> <p>Invite children's connections and experiences to the places, cultures and languages of Central America.</p>														

	<p><i>The diverse Mayan community is an indigenous, or native community, that had a huge civilization on the land we now call Central America. Today Mayan people live all over the world, including where their ancestors lived in Central America.</i></p> <p><i>The book takes place in a part of Guatemala called Lake Atitlán, in the Southwest part of the country.</i></p> <p>Set a purpose for reading. <i>Now that we have built a little background knowledge on the setting of the story, let’s dive in! Today we will read the beginning pages of the story in order to get to know the main characters and the setting.</i></p> <p><i>After we read, we’ll fill out just the “Orientation” part of our Story Elements Chart.</i></p>
<p>Text and Discussion 6 minutes page 1</p>	<p><i>Ixchel’s mom says the cloth is for the market and, “if it brings a good price it will help pay for your school and books.” What do we learn here about Ixchel’s life?</i></p> <p>Harvest several responses, prompting children to refer to key details that support their ideas.</p>
<p>page 3</p>	<p>After reading the page, read the second sentence again, “They wove as their mothers.....years.”</p> <p><i>The women in Ixchel’s community have had a family tradition of weaving for more than two thousand years! That is a really long time to pass down a tradition.</i></p> <p><i>Why do you think the looms are called “backstrap looms?” Look closely at the illustrations.</i></p> <p><i>Ixchel and her mother are counting in the language Kaqchikel.</i></p>
<p>page 5</p>	<p><i>What else do we learn about the setting from both the words and illustration on these pages? Turn and talk with a partner.</i></p>
<p>Key Discussion and Activity 6 minutes pages 7-8</p>	<p>Invite children to Think, Triad, Share and assign a reporter for each group.</p> <p>Prompt 1: <i>What have we learned so far about what is important to Ixchel and her family? How do you know?</i></p> <p>Prompt 2: <i>Based on the details in the story, what do you predict Ixchel is going to do with the loom she is making? As you make your predictions, remember that stories usually have a problem that needs solving!</i></p>

	<p>During the share, prompt children to reference details that support their responses to both prompts.</p> <p>Gather children back as a whole group to complete the “Characters” and “Setting” part of the Story Elements chart.</p> <p style="padding-left: 40px;"><i>Who are the most important characters in the story? What do we know about them so far?</i></p> <p>Prompt children to reflect on what we know about Ixchel’s mother and how she earns a living.</p> <p style="padding-left: 40px;"><i>What do we know about the setting?</i></p> <p>Harvest children’s responses and record on the chart.</p>				
<p>Closing 1 minute</p>	<p style="text-align: center;"><i>Tomorrow we’ll find out what Ixchel is up to with this loom made out of sticks!</i></p>				
<p>Standards</p>	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>R.8.K.a Identify texts that tell stories.</p> <p>R.8.K.b Identify texts that provide information.</p> <p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>Global Connections Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans, by identifying how individuals, families, and communities are part of an economy.</p>				
<p>Ongoing assessment</p>	<p>Observe and listen to children’s discussion during the partner and whole group share.</p> <p style="padding-left: 40px;">Do children identify and describe the main characters?</p> <p style="padding-left: 40px;">Do children describe the setting?</p> <p style="padding-left: 40px;">What predictions do children make and how do they use evidence to support their predictions?</p> <p style="padding-left: 40px;">How do children demonstrate their understanding of the text through discussion?</p>				
<p>Center Activities</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 25%;">Art Table</td> <td>Children weave inspired by <i>Rainbow Weaver</i>.</td> </tr> <tr> <td>Art Easel</td> <td>Children paint inspired by Mayan designs.</td> </tr> </table>	Art Table	Children weave inspired by <i>Rainbow Weaver</i> .	Art Easel	Children paint inspired by Mayan designs.
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	Blocks	Children continue to build a recycling system.
	Library & Listening	Children research art made out of recycled materials.
	Writing & Drawing	Children continue to work on the Capstone project.

Notes