



Read Aloud
Rainbow Weaver
 Read 3 of 5

Big Ideas	<p>As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.</p> <p>The natural world can improve people’s quality of life and inspire artistic expression.</p>
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Questions	<p>What are sustainable systems, and how do people make responsible decisions for our earth?</p> <p>How can the earth inspire artistic expression?</p>
Content Objectives	<p>I can describe a character’s traits through retelling key details about their thoughts and actions in the story. (R.5.K.a, R.5.K.b R.6.K.a, R.6.K.b)</p> <p>I can use details from the text to show how Ixchel showed independence, determination, creativity and resourcefulness. (Civics and Government 3, Personal Finance)</p>
Language Objective	I can use adjectives to describe a character in a story. (L.5.K.b)
SEL Objective	I can describe a time when I acted independently, creatively or resourcefully to resolve a problem. (Self Management: Agency)

<p>Vocabulary</p>	<p>weave: to make (fabric) by passing threads or strips over and under each other</p> <p>thread: a fine cord used in sewing and weaving</p> <p>loom: a machine for weaving cloth</p> <p>litter (v): to make messy by scattering trash or other objects</p> <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 ● <i>Rainbow Weaver</i> vocabulary cards ● Story Elements chart, from Day 2, with the “Orientation” and “Sequence of Events” completed <p>Assign children to triads for the Think, Triad, Share.</p> <p>On the whiteboard, write: How can we describe Ixchel? Leave space for listing adjectives underneath.</p>
<p>Opening 3 minutes</p>	<p>Review the text.</p> <p><i>We’ve been reading the book Rainbow Weaver and getting to know a character named Ixchel who lives in Guatemala.</i></p> <p><i>What happened in this story? Turn and tell a partner.</i></p> <p>Display the Story Elements chart. If necessary, prompt children to briefly retell the problem and resolution of the story in order to warm up for the close reading.</p> <p>Set a purpose for reading.</p> <p><i>Today we will closely reread some important parts of the story and walk through illustrations in order to think about how we would describe Ixchel. As we read, we’ll write adjectives and descriptive phrases on the whiteboard. Then, we’ll choose a few words that we think are the ones that really describe her well.</i></p>
<p>Text and Discussion 9 minutes</p> <p>page 3</p>	<p>Do not read the full text. Only read the pages indicated in the lesson.</p> <p><i>Here in the very beginning we see Ixchel reaching for the thread. Let’s read what she says to her mom.</i></p> <p>Read the full page.</p> <p><i>What does this tell us about Ixchel? What makes you think that?</i></p> <p>Harvest responses and record 2-3 words or phrases on the whiteboard.</p>
<p>page 5</p>	<p>Read the first two sentences on the page.</p>

	<p><i>What do Ixchel's thoughts tell us about her?</i></p> <p>Harvest a few responses then prompt children to try to capture their ideas in single adjectives.</p> <p><i>What's a word we could use to describe someone who wants to do things themselves?</i></p> <p>Harvest ideas. As needed, model thinking and record "independent" on the whiteboard.</p>
page 7-16	<p>Conduct a picture walk and invite children to chime in with brief retellings.</p> <p><i>Ixchel kept trying and trying to weave with different materials!</i></p> <p><i>What does this tell us about her?</i></p> <p>Harvest children's ideas and provide vocabulary in the form of adjectives as needed to record on the whiteboard. For example, if a child says, "She never gave up," say,</p> <p><i>That's right! And we can use the word determined, or persistent, to describe someone who does not give up.</i></p> <p>Continue the picture walk.</p>
page 18	<p><i>Ixchel was able to think of new materials, besides just thread to make her weaving. When someone has a new idea for how to make art we can use the "creative." We can also use the word "resourceful" to describe when someone is creative about using the resources around them.</i></p> <p><i>How would someone act if they were not resourceful?</i></p> <p>Invite children's ideas, and model thinking as needed by explaining the concept of being wasteful.</p>
page 21	<p>Read the page.</p> <p><i>The story said that Ixchel was "wondering what else she could make." What does this tell us about her?</i></p>
pages 27-28	<p>Read both pages.</p> <p><i>Why do you think Ixchel wanted to help pay for her books for school? What does this tell us about her?</i></p> <p>Harvest children's ideas and record words and phrases on the whiteboard.</p>
Key Discussion and Activity 6 minutes	<p><i>Let's take a look at the adjectives we have to describe Ixchel and circle the ones that best describe her.</i></p> <p>Circle the words independent, resourceful, creative, determined or any synonyms of these concepts that children generated.</p>

	<p>Invite children to Think, Triad, Share to retell the ways that Ixchel showed some of the key character traits.</p> <p>Prompt 1: <i>How was Ixchel resourceful? Use details from the story to support your ideas.</i></p> <p>Prompt 2: <i>With your triad, select another adjective and describe how Ixchel showed that character trait.</i></p> <p>Gather children back as a whole group after the share.</p> <p><i>When have you ever shown determination or independence when trying to solve a problem? How was your experience similar or different from Ixchel's?</i></p> <p><i>Take a minute to think about which trait describes some of your actions, then put your thumb up when you are ready to share.</i></p> <p>Invite children's personal connections and self reflections. If necessary, provide additional time during another whole group meeting time to continue reflecting on personal experiences.</p>
<p>Closing 1 minute</p>	<p><i>Ixchel's story is so powerful that we are going to revisit it again tomorrow and do some writing and drawing about our ideas.</i></p>
<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</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>L.5.K.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>Civics & Government 3 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and local laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p> <p>Personal Finance Students understand the nature of personal finance as well as key foundational ideas by describing how money has value and can be traded for goods and services.</p>
<p>Ongoing assessment</p>	<p>Observe and listen to children's discussion in triads and during the whole group share.</p> <p>What adjectives do children generate?</p>

	<p>Do children use details from the text to describe Ixchel’s traits and actions? How do children engage in their traid discussion? What personal connections do children make to the character traits highlighted in the lesson?</p>												
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 394 678 464">Art Table</td> <td data-bbox="678 394 1409 464">Children weave inspired by <i>Rainbow Weaver</i>.</td> </tr> <tr> <td data-bbox="451 464 678 533">Art Easel</td> <td data-bbox="678 464 1409 533">Children paint inspired by Mayan designs.</td> </tr> <tr> <td data-bbox="451 533 678 602">Blocks</td> <td data-bbox="678 533 1409 602">Children continue to build a recycling system.</td> </tr> <tr> <td data-bbox="451 602 678 705">Library & Listening</td> <td data-bbox="678 602 1409 705">Children research art made out of recycled materials.</td> </tr> <tr> <td data-bbox="451 705 678 808">Writing & Drawing</td> <td data-bbox="678 705 1409 808">Children continue to work on the Capstone project.</td> </tr> <tr> <td data-bbox="451 808 678 877">Art Table</td> <td data-bbox="678 808 1409 877">Children weave inspired by <i>Rainbow Weaver</i>.</td> </tr> </table>	Art Table	Children weave inspired by <i>Rainbow Weaver</i> .	Art Easel	Children paint inspired by Mayan designs.	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.	Art Table	Children weave inspired by <i>Rainbow Weaver</i> .
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Notes