



Read Aloud
Rainbow Weaver
 Read 4 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 Objective	I can use details from the text to retell orally and in writing how Ixchel is a caretaker of the Earth. (R.5.K.a, R.5.K.b, W.1.K.b, K-ESS3-3, Civics and Government 3)
Language Objective	I can elaborate on my ideas through speaking, writing and drawing. (SL.3.K.b)
Vocabulary	<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 ● <i>Rainbow Weaver</i> response sheets, a copy for each child ● writing and drawing tools ● Story Elements chart from Day 2, with the “Orientation” and “Sequence of Events” completed <p>On the whiteboard, write: How is Ixchel a Caretaker of the Earth?</p>
<p>Opening 2 minutes</p>	<p>Review the text and set a purpose. <i>Yesterday we used some really powerful words to describe Ixchel in the story, Rainbow Weaver, by Linda Elovitz.</i></p> <p><i>Today we are going to use details from the story to think, talk, write and draw about Ixchel! We will consider this question: How is Ixchel a caretaker of the Earth?</i></p> <p>Refer to the whiteboard.</p> <p><i>Which parts of the story do you think will be most important for us to reread in order to prepare to answer this question?</i></p> <p>Harvest multiple ideas, then suggest the pages that will be reread. <i>Let’s go back to when we first learn that Ixchel’s community has a problem with littered plastic bags.</i></p>
<p>Text and Discussion 5 minutes page 5</p>	<p>Read only the pages indicated in the lesson.</p> <p>Read the page. <i>How do you think it could hurt the Earth to have bags littered on the ground like this? Think back to some of our learning from other books.</i></p> <p>Harvest several responses and invite children’s connections to the topic.</p>
<p>pages 15-16</p>	<p>Read both pages. <i>What do you think Ixchel is thinking here?</i></p>
<p>page 17-18</p>	<p>Read both pages, then invite children to Think, Pair, Share. <i>How is Ixchel being a caretaker of the Earth?</i></p>
<p>pages 23-24</p>	<p>Read the page and invite children to closely view the illustration. <i>Why is this part important? What does it show us? [Ixchel inspired others to be caretakers of the Earth.]</i></p> <p><i>What might be another reason that the women want to use plastic bags for thread, instead of buying more thread?</i></p>

	<p>Invite children’s ideas, then explain that thread is also a resource that both costs money, and comes from nature as well. Explain that by reusing the plastic bags, other natural resources are preserved.</p>
<p>Key Discussion and Activity 12 minutes</p>	<p>Distribute the response sheets and invite children to draw, label and write in response to the question: How is Ixchel a Caretaker of the Earth? As children work, circulate with copies of the text or display slides of the text for children’s reference. Encourage children to elaborate on their ideas with detailed drawings.</p> <p>As needed, provide children with the scaffold of a sentence frame to support the construction of their first sentence in response to the prompt: <i>Ixchel cared for the Earth by _____.</i></p> <p>Provide a few minutes for children to share their work with a partner.</p>
<p>Closing 1 minute</p>	<p><i>Today we thought about how Ixchel inspired her community to be caretakers of the Earth! Tomorrow we’ll think about what the author and illustrator of this book want to convey to their readers!</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>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>W.1.K.b Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</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>K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. Further explanation: Examples of human impact on land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles. Examples could also include what we can do to clean public areas (e.g. beaches, parks, lakes, trails, etc.). Obtaining, Evaluating, and Communicating Information, Developing Possible Solutions, Human Impacts on Earth Systems, Cause and Effect</p>
<p>Ongoing assessment</p>	<p>Observe and listen to children’s discussion in partner and whole group share.</p> <p>Do children retell details from the story to describe how Ixchel cares for the Earth?</p>

	<p>Do children demonstrate an understanding of how Ixchel's actions reduce waste and protect resources? Observe children's writing and drawing. How do children communicate orally and in writing? Do children elaborate on their ideas by adding details to their drawing?</p>										
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 432 678 499">Art Table</td> <td data-bbox="678 432 1406 499">Children weave inspired by <i>Rainbow Weaver</i>.</td> </tr> <tr> <td data-bbox="451 499 678 567">Art Easel</td> <td data-bbox="678 499 1406 567">Children paint inspired by Mayan designs.</td> </tr> <tr> <td data-bbox="451 567 678 634">Blocks</td> <td data-bbox="678 567 1406 634">Children continue to build a recycling system.</td> </tr> <tr> <td data-bbox="451 634 678 739">Library & Listening</td> <td data-bbox="678 634 1406 739">Children research art made out of recycled materials.</td> </tr> <tr> <td data-bbox="451 739 678 844">Writing & Drawing</td> <td data-bbox="678 739 1406 844">Children continue to work on the Capstone project.</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.
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Notes