



Read Aloud
Rainbow Weaver
Read 5 of 5

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 Objective	I can analyze the text and key illustrations to describe the story’s message. (R.5.K.a, R.5.K.b, R.11.K.a, R.11.K.c) I can describe the role of the illustrator and author in conveying the story’s message. (R.9.K.a, R.9.K.b)
Language Objective	I can build on the ideas of my peers in a group discussion about a text. (SL.1.K.b)
SEL Objective	I can describe how a story inspires my interests, motivations, or actions. (Recognizing personal interests and motivation)
Vocabulary	weave: to make (fabric) by passing threads or strips over and under each other

	<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 and space to record the “Message” ● Sentence Frames for Discussion chart, from Unit 2, Week 2, Day 3 ● Unit Question Chart <p>On the whiteboard, write:</p> <p>How did Ixchel inspire her community?</p> <p>How do you think the author and illustrator want to inspire us, the readers?</p>
<p>Opening 2 minutes</p>	<p>Review the text.</p> <p><i>Yesterday we thought about how Ixchel cared for the Earth. We also thought about how she inspired others to do the same. Before we dive into our work today, let’s remember what we discussed yesterday.</i></p> <p>Refer to the whiteboard question.</p> <p><i>How did Ixchel inspire her community?</i></p> <p>Harvest a few responses.</p> <p>Set a purpose for the lesson.</p> <p><i>Today, we’ll look at just one page from Rainbow Weaver, then we’ll think about what message the author, Linda Elovitz, and the illustrator, Elisa Chavarrie, wanted to send their readers.</i></p>
<p>Text and Discussion 4 minutes page 20</p>	<p>Display the illustration on pages 19-20 and read the text.</p> <p><i>I noticed that the author wrote “the fabric was short, but it was clear and colorful.” What do you notice about the illustration here? Turn and tell a partner.</i></p> <p>Harvest several observations after the partner talk. [The rainbow extends beyond the actual fabric- it’s long and goes into the sky.]</p> <p><i>If the fabric was short, why do you think the illustrator chose to make the image this way, with the rainbow flowing into the sky? What message is the illustrator sending?</i></p> <p>Harvest several ideas.</p>

	<p><i>How do the illustrator and the author both play a role in sharing a message on this page?</i></p>
<p>Key Discussion and Activity 10 minutes</p>	<p>Provide some context about the author and her connection to the story. <i>Ixchel is a fictional character, but her story is based on real facts that inspired the author, Linda Elovitz, to write this book. Linda Elovitz Marshall traveled to Guatemala and learned about worker cooperatives - communities of workers - who were reusing plastic bags to make weavings. She was so inspired she wanted to write this story! Since she is not from Guatemala or the Mayan community, she made sure to get lots of feedback on her story from people in that community.</i></p> <p><i>Why do you think it's important that Linda and Elisa got feedback on their story from the actual people who live in Guatemala and make weavings?</i></p> <p>Invite several ideas.</p> <p>Display the Sentence Frames for Discussion chart and encourage children to build on each other's ideas during the discussion.</p> <p><i>How do you think the author and illustrator want to inspire us, the readers? What messages do they have for us?</i></p> <p><i>What are you inspired to do after reading this story? Why?</i></p> <p>As children share, record key ideas into the "Message" part of the Story Elements chart.</p>
<p>Closing 1 minute</p>	<p><i>The story inspires us in so many ways! Next week we will have an opportunity to meet another fictional character who is also a caretaker of the Earth.</i></p>
<p>Unit Question Chart 3 minutes</p>	<p>Refer to the Unit Question Chart.</p> <p><i>In what ways do people, animals and plants depend on and impact the environment?</i></p> <p>Share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: we can care for the earth by reusing materials like plastic bags; we can make art from recycled materials; when one person cares for the Earth it can inspire others to do the same.</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.9.K.a With prompting and support, name the author and illustrator of a story and define the role of each in telling the texts.</p>

	<p>R.9.K.b With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>												
<p>Ongoing assessment</p>	<p>Observe and listen to children’s discussion during the partner and whole group share.</p> <p>What do children communicate about the author and illustrator’s message?</p> <p>How do children analyze illustrations?</p> <p>Do children retell key details from the story as they describe the story’s message?</p> <p>How do children build off the ideas of their peers in group discussion?</p>												
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 919 678 989">Art Table</td> <td data-bbox="678 919 1406 989">Children weave inspired by <i>Rainbow Weaver</i>.</td> </tr> <tr> <td data-bbox="451 989 678 1058">Art Easel</td> <td data-bbox="678 989 1406 1058">Children paint inspired by Mayan designs.</td> </tr> <tr> <td data-bbox="451 1058 678 1127">Blocks</td> <td data-bbox="678 1058 1406 1127">Children continue to build a recycling system.</td> </tr> <tr> <td data-bbox="451 1127 678 1226">Library & Listening</td> <td data-bbox="678 1127 1406 1226">Children research art made out of recycled materials.</td> </tr> <tr> <td data-bbox="451 1226 678 1325">Writing & Drawing</td> <td data-bbox="678 1226 1406 1325">Children continue to work on the Capstone project.</td> </tr> <tr> <td data-bbox="451 1325 678 1394">Art Table</td> <td data-bbox="678 1325 1406 1394">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