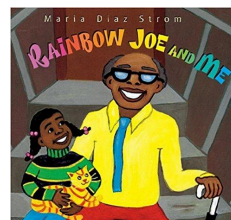


Unit 1: How We Learn in Our School Communities

WEEK 3 Day 3



Text Talk *Rainbow Joe and Me*

Big Ideas	We all learn. We can learn different things, in different ways, for different reasons. Communities can include and support all learners.
Weekly Question	How do we make sure that each member of our community can do their best learning?
Content Objective	I can use details in the text and illustrations to describe how Rainbow Joe and Eloise use their imaginations as learners. (R.4.2, R.11.2.a, R.11.2.b)
Language Objective	Using complete sentences, I can share my thoughts about a text. (L.2.3.f)
SEL Objective	I can take the perspective of others and consider how we could support a learner like Eloise in our classroom. (Social Awareness)
Vocabulary	believe: to trust that something is true blind: unable to see either partially or at all; visually impaired hum: to make a noise like a song, with closed lips * imagination: the ability to form new ideas or images in your mind, thinking about things that may not be real visually impaired: having a sense of sight that does not work fully; unable to see well or at all
Materials and Preparation	This text features a character who is blind. Consider the children in the class and how they might connect to Rainbow Joe. During the lesson, acknowledge the lived experience and expertise of children with visual impairments. <ul style="list-style-type: none">● <i>Rainbow Joe and Me</i>, Maria Diaz Strom

Text Talk U1 W3 D3

	<p>Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the first illustrated page with Eloise's face.</p> <ul style="list-style-type: none"> • writing and drawing tools • Writing Station Response: <i>Rainbow Joe and Me</i>, 1 copy for teacher <p>On the whiteboard, write:</p> <p>What do the illustrations and words show about Eloise's imagination? How do you think Eloise's imagination helps her learn?</p> <p>If Rainbow Joe or Eloise were part of our classroom community, how would we make sure that they could do their best learning? (If there are children in the classroom with visual impairments, acknowledge their lived experience and how the class includes them in order to make sure all can do their best learning.)</p> <p>Below this, write the Writing Station prompt.</p>
Opening 1 minute	<p>Set a purpose for today's reading.</p> <p><i>Today we will read Rainbow Joe and Me, written and illustrated by Maria Diaz Strom. Today when we read, let's think about key details in the text and illustrations that help us understand how the characters use their imaginations and how this helps them learn. Imagination is the ability to form new ideas or pictures in your mind, thinking about things that may not be real.</i></p>
Reading and Discussion 24 minutes page 4	<p><i>What do the illustrations on these pages show about Eloise's imagination? How do you think Eloise's imagination helps her learn?</i></p>
page 6	<p><i>Show with your body how you would hum and tap your feet. Now turn to a partner: What does the text tell us about Rainbow Joe?</i></p> <p><i>What might we infer, or guess, about how Rainbow Joe learns best?</i></p>
page 18	<p><i>How do the illustrations show Rainbow Joe talking about colors? Why did Maria Diaz Strom include Eloise in these illustrations, too?</i></p> <p>Read to the end of the story.</p> <p><i>At the end of the story, "Rainbow Joe mixes up a great big beautiful rainbow," and Eloise and her mother can see and understand it. Turn and talk with a partner. What does this mean?</i></p>

	<i>How are Eloise and her mother using their imaginations?</i>
Key Discussion 14 minutes	<p>Think Pair Share</p> <p>Prompt 1: <i>What do the illustrations and words show about Eloise's imagination? How do you think Eloise's imagination helps her learn?</i></p> <p>If children need prompting, refer to page 2, 14, and/or 20.</p> <p>Prompt 2: <i>If we had a learner like Rainbow Joe or Eloise in our class, how would we make sure that they could do their best learning?</i></p> <p>(If the class includes children with visual impairments, acknowledge those ways they are already supported to learn.)</p> <p>Introduce this week's Writing Station.</p> <p><i>In our Writing Station this week, we will respond to the first question we've just discussed: What do the illustrations and words show about Eloise's imagination? You will also write about how Eloise's imagination might help her learn.</i></p> <p>Read the prompt twice. The first time, read the prompt aloud. The second time, invite the children to read along. Clarify children's questions about the prompt.</p> <p>At the Writing Station, provide two copies of the book for children to refer to as they work. Flag pages 2, 14 and 20 to bring children's attention to those illustrations.</p>
Closing 1 minute	<i>Today we used key details in the text and illustrations to help us understand how the characters use their imagination as learners.</i>
Standards	<p>R.4.2: Ask and answer questions about who, what, when, where, how and why.</p> <p>R.11.2.a: Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>R.11.2.b: Compare and contrast two or more versions of the same story presented in diverse forms</p> <p>L.2.3.f: Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>
Ongoing assessment	<p>Note how children are talking about the characters as learners.</p> <p>Do children use key details in both the illustrations and words to describe the character?</p> <p>Do children describe how the characters use their imagination?</p>