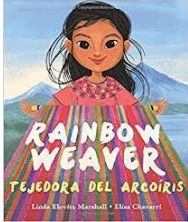


## Unit 4: Our Earth

## WEEK 6 At a Glance

Text



### Read Aloud

Day 1: *Rainbow Weaver*, Read 1  
 Day 2: *Rainbow Weaver*, Read 2  
 Day 3: *Rainbow Weaver*, Read 3  
 Day 4: *Rainbow Weaver*, Read 4  
 Day 5: *Rainbow Weaver*, Read 5

### Centers

Art Studio Table: Inspired by *Rainbow Weaver* (Days 3-5)  
 Art Studio Easel: Inspired by Mayan Designs (Days 1-5)  
 Blocks: Recycling System (Days 2-5)  
 Dramatization: Continue Growing and Preparing Food (Days 2-5)  
 Library & Listening: Researching Art made with Recycled Materials (Days 4-5)  
 Discovery Table: Transplanting Beans (Days 3-5)  
 STEM: Continue Investigation 1 Mini Gardens & Investigation 2 Compost  
 Writing & Drawing: Capstone Studio (Days 1-5)

**Writing:** Argument

**Phonics:** Follow Guide

### Stations

Strategic Small Group Instruction  
 Reading: Independent and Partner Reading  
 Pocket Chart: "Worms"  
 Listening & Speaking: Talk Time; Listen & Respond (*Rainbow Weaver*)  
 Writing: *Recycle!*  
 Word Work: Read, Complete, Write Sentences; From Here to There; Read, Build, Write Trick Words

**Shared Reading:** "A Seed Needs"

**Storytelling/ Story Acting:** Children dictate stories and act them out.

**Math:** Follow Guide

At a Glance U4 W6



weave

<https://thekindcraft.com/cusco-peru-textiles-cttc/>



thread

<https://www.flipkart.com/goelx-shiny-silk-thread-5-spoils-wrapping/p/itmendcj35yuywcm>

Read Aloud Vocabulary U4 W6



loom

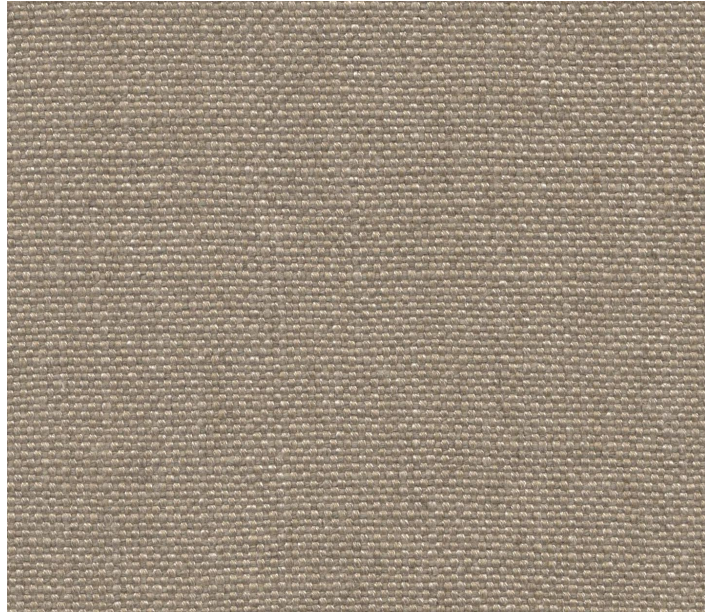
<https://en.wiktionary.org/wiki/loom>



litter

<https://www.theguardian.com/cities/2016/oct/27/which-is-the-worlds-most-wasteful-city>

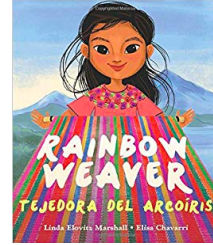
Read Aloud Vocabulary U4 W6



dull

[https://www.marvictextiles.co.uk/curtain-fabrics/serafina-beige,](https://www.marvictextiles.co.uk/curtain-fabrics/serafina-beige)

WEEK 6 Day 1



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

<b>Big Ideas</b>	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.
<b>Unit Question</b>	In what ways do people, animals and plants depend on and impact the environment?
<b>Guiding Questions</b>	What are sustainable systems, and how do people make responsible decisions for our earth?  How can the earth inspire artistic expression?
<b>Content Objectives</b>	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)
<b>Language Objective</b>	I can demonstrate my understanding of the text through making predictions and answering questions about key details. (SL.2.K.a)
<b>Vocabulary</b>	<b>weave:</b> to make (fabric) by passing threads or strips over and under each other <b>thread:</b> a fine cord used in sewing and weaving <b>loom:</b> a machine for weaving cloth <b>litter (v):</b> to make messy by scattering trash or other objects

	<p><b>dull:</b> something that is not shiny</p>														
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>• <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...”</li> <li>• <i>Rainbow Weaver</i> vocabulary cards</li> <li>• chart paper and markers Prepare the following Story Elements chart.</li> </ul> <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"><b>Orientation:</b></td> </tr> <tr> <td style="width: 50%;">Characters</td> <td style="width: 50%;">Setting</td> </tr> <tr> <td colspan="2"><b>Sequence of Events:</b></td> </tr> <tr> <td style="width: 50%;">Problem</td> <td style="width: 50%;">Resolution</td> </tr> <tr> <td colspan="2"><b>Message:</b></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		<b>Orientation:</b>		Characters	Setting	<b>Sequence of Events:</b>		Problem	Resolution	<b>Message:</b>	
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<b>Orientation:</b>															
Characters	Setting														
<b>Sequence of Events:</b>															
Problem	Resolution														
<b>Message:</b>															
<p><b>Opening</b> 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>														

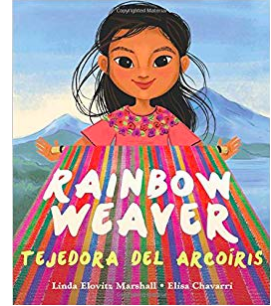
	<p><i>The diverse Mayan community is an indigenous, or native community, that had a huge civilization on the land we now call Central America. Today Mayan people live all over the world, including where their ancestors lived in Central America.</i></p> <p><i>The book takes place in a part of Guatemala 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><b>Text and Discussion</b> 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><b>Key Discussion and Activity</b> 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><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><i>What do we know about the setting?</i></p> <p>Harvest children’s responses and record on the chart.</p>				
<p><b>Closing</b> 1 minute</p>	<p><i>Tomorrow we’ll find out what Ixchel is up to with this loom made out of sticks!</i></p>				
<p><b>Standards</b></p>	<p><b>R.6.K.a</b> With prompting and support, identify characters settings and major events in a story.</p> <p><b>R.6.K.b</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>R.8.K.a</b> Identify texts that tell stories.</p> <p><b>R.8.K.b</b> Identify texts that provide information.</p> <p><b>SL.2.K.a</b> 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><b>Global Connections</b> 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><b>Ongoing assessment</b></p>	<p>Observe and listen to children’s discussion during the partner and whole group share.</p> <p>Do children identify and describe the main characters?</p> <p>Do children describe the setting?</p> <p>What predictions do children make and how do they use evidence to support their predictions?</p> <p>How do children demonstrate their understanding of the text through discussion?</p>				
<p><b>Center Activities</b></p>	<table border="1"> <tr> <td data-bbox="451 1696 678 1766"><b>Art Table</b></td> <td data-bbox="678 1696 1406 1766">Children weave inspired by <i>Rainbow Weaver</i>.</td> </tr> <tr> <td data-bbox="451 1766 678 1835"><b>Art Easel</b></td> <td data-bbox="678 1766 1406 1835">Children paint inspired by Mayan designs.</td> </tr> </table>	<b>Art Table</b>	Children weave inspired by <i>Rainbow Weaver</i> .	<b>Art Easel</b>	Children paint inspired by Mayan designs.
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<b>Art Easel</b>	Children paint inspired by Mayan designs.				



	<b>Blocks</b>	Children continue to build a recycling system.
	<b>Library &amp; Listening</b>	Children research art made out of recycled materials.
	<b>Writing &amp; Drawing</b>	Children continue to work on the Capstone project.

**Notes**



**Read Aloud**  
***Rainbow Weaver***  
Read 2 of 5, Pages 9-28

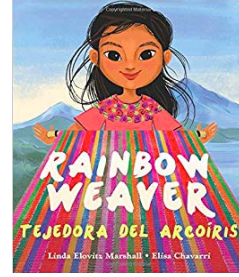
<b>Big Ideas</b>	As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.  The natural world can improve people’s quality of life and inspire artistic expression.
<b>Unit Question</b>	In what ways do people, animals and plants depend on and impact the environment?
<b>Guiding Questions</b>	What are sustainable systems, and how do people make responsible decisions for our earth?  How can the earth inspire artistic expression?
<b>Content Objective</b>	I can retell the problem and resolution in the story. (R.5.K.a, R.5.K.b, R.8.K.a, R.8.K.b)
<b>Language Objective</b>	I can demonstrate my understanding of the text through making predictions and answering questions about key details. (SL.2.K.a)
<b>Vocabulary</b>	<b>weave:</b> to make (fabric) by passing threads or strips over and under each other <b>thread:</b> a fine cord used in sewing and weaving <b>loom:</b> a machine for weaving cloth <b>litter (v):</b> to make messy by scattering trash or other objects <b>dull:</b> something that is not shiny

<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Rainbow Weaver</i>, Linda Elovitz Marshall</li> <li>● <i>Rainbow Weaver</i> vocabulary cards</li> <li>● Story Elements chart, from Day 1, with “Characters” and “Setting” completed</li> </ul> <p>On the whiteboard, write: How did Ixchel solve her own problem and help her community?</p>
<b>Opening</b> 1 minutes	<p>Introduce the text and set a purpose for reading.</p> <p><i>Yesterday, we began reading the story Rainbow Weaver, by Linda Elovitz. You all had a lot of predictions about what Ixchel would do with her loom made of sticks.</i></p> <p><i>Today, we will read the rest of the story, retell the problem Ixchel faces, and how she resolves it.</i></p>
<b>Text and Discussion</b> 12 minutes page 10	<p><i>What do you think it means that the grass fabric was <b>dull</b>? What makes you think that?</i></p> <p>Harvest a few responses, then provide a definition using the vocabulary card.</p>
page 14	<p>Display the Story Elements chart and invite children to Turn and Talk.</p> <p><i>What is the problem in the story? Turn and tell a partner.</i></p> <p>After children discuss with partners, harvest a few responses and record their ideas on the chart under “Problem.” [Ixchel does not have thread for weaving; the weavings with natural materials like grass and wool do not come out nice.]</p> <p>Continue to read the story.</p>
page 16	<p><i>What predictions do you have? What do you think is Ixchel’s idea?</i></p> <p>Invite several responses.</p>
page 18	<p><i>Give a thumbs up or down to show whether you think weaving with the thread made from plastic bags will work... Let’s keep reading to find out!</i></p>
page 28	<p><i>There are so many creative weavers in Ixchel’s family and now Ixchel is one too! Before we go back to our Story Elements Chart, let’s look again at the illustration here on page 27. What do you notice about the person who bought Ixchel’s weaving?</i></p> <p>Invite children’s various observations before providing teacher thinking.</p> <p><i>I also notice that Ixchel sold her weaving to someone that doesn’t dress or look like most of the people who live in Ixchel’s community who we saw on the other pages. The author of this story is not someone who comes from the Mayan community, or from</i></p>

	<i>Guatemala, but is someone who traveled to Guatemala. I'm wondering if maybe this person is also someone who is visiting and who appreciates Ixchel's artwork.</i>						
<b>Key Discussion and Activity</b> 6 minutes	<p>Invite children to Think, Pair, Share. <i>How did Ixchel respond to the problem she faced? How did she resolve it?</i></p> <p>During the share, record children's thinking on the "resolution" part of the Story Elements chart.</p> <p>Gather children back as a group to discuss the question on the whiteboard. <i>How did Ixchel solve her own problem and help her community?</i></p> <p>Facilitate a brief discussion and prompt children to retell details from the text as they begin to think about the impact Ixchel had on her community. This concept will be revisited on Day 4 with the text.</p>						
<b>Closing</b> 1 minute	<i>Today we retold the sequence of events in the story. Tomorrow, we'll reread some of the most important parts in order to think more about Ixchel as a character.</i>						
<b>Standards</b>	<p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when, where and how.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p> <p><b>R.8.K.a</b> Identify texts that tell stories.</p> <p><b>R.8.K.b</b> Identify texts that provide information.</p> <p><b>SL.2.K.a</b> 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>						
<b>Ongoing assessment</b>	<p>Observe and listen to the children's discussion in partners and whole group share.</p> <p>Do children accurately identify the problem in the story?</p> <p>Do children retell how the character responded to and resolved the problem?</p> <p>How do children use text evidence to support their thinking?</p> <p>How do children demonstrate their understanding of the text through discussion?</p>						
<b>Center Activities</b>	<table border="1"> <tr> <td><b>Art Table</b></td> <td>Children weave inspired by <i>Rainbow Weaver</i>.</td> </tr> <tr> <td><b>Art Easel</b></td> <td>Children paint inspired by Mayan designs.</td> </tr> <tr> <td><b>Blocks</b></td> <td>Children continue to build a recycling system.</td> </tr> </table>	<b>Art Table</b>	Children weave inspired by <i>Rainbow Weaver</i> .	<b>Art Easel</b>	Children paint inspired by Mayan designs.	<b>Blocks</b>	Children continue to build a recycling system.
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<b>Blocks</b>	Children continue to build a recycling system.						

	<b>Library &amp; Listening</b>	Children research art made out of recycled materials.
	<b>Writing &amp; Drawing</b>	Children continue to work on the Capstone project.

**Notes**



**Read Aloud**  
***Rainbow Weaver***  
Read 3 of 5

<b>Big Ideas</b>	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.
<b>Unit Question</b>	In what ways do people, animals and plants depend on and impact the environment?
<b>Guiding Questions</b>	What are sustainable systems, and how do people make responsible decisions for our earth?  How can the earth inspire artistic expression?
<b>Content Objectives</b>	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)  I can use details from the text to show how Ixchel showed independence, determination, creativity and resourcefulness. (Civics and Government 3, Personal Finance)
<b>Language Objective</b>	I can use adjectives to describe a character in a story. (L.5.K.b)
<b>SEL Objective</b>	I can describe a time when I acted independently, creatively or resourcefully to resolve a problem. (Self Management: Agency)

<p><b>Vocabulary</b></p>	<p><b>weave:</b> to make (fabric) by passing threads or strips over and under each other</p> <p><b>thread:</b> a fine cord used in sewing and weaving</p> <p><b>loom:</b> a machine for weaving cloth</p> <p><b>litter (v):</b> to make messy by scattering trash or other objects</p> <p><b>dull:</b> something that is not shiny</p>
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● <i>Rainbow Weaver</i>, Linda Elovitz Marshall</li> <li>● <i>Rainbow Weaver</i> vocabulary cards</li> <li>● Story Elements chart, from Day 2, with the “Orientation” and “Sequence of Events” completed</li> </ul> <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><b>Opening</b> 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><b>Text and Discussion</b> 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>

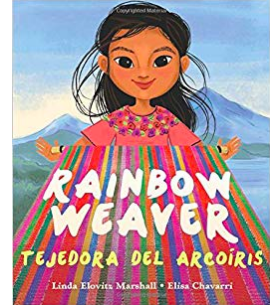
	<p><i>What do Ixchel's thoughts tell us about her?</i></p> <p>Harvest a few responses then prompt children to try to capture their ideas in single adjectives.</p> <p><i>What's a word we could use to describe someone who wants to do things themselves?</i></p> <p>Harvest ideas. As needed, model thinking 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>
<b>Key Discussion and Activity</b> 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><b>Closing</b> 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><b>Standards</b></p>	<p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p> <p><b>R.6.K.a</b> With prompting and support, identify characters settings and major events in a story.</p> <p><b>R.6.K.b</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>L.5.K.b</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p><b>Civics &amp; Government 3</b> 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><b>Personal Finance</b> 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><b>Ongoing assessment</b></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><b>Center Activities</b></p>	<table border="1"> <tr> <td data-bbox="451 394 678 464"><b>Art Table</b></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"><b>Art Easel</b></td> <td data-bbox="678 464 1409 533">Children paint inspired by Mayan designs.</td> </tr> <tr> <td data-bbox="451 533 678 602"><b>Blocks</b></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"><b>Library &amp; Listening</b></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"><b>Writing &amp; Drawing</b></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"><b>Art Table</b></td> <td data-bbox="678 808 1409 877">Children weave inspired by <i>Rainbow Weaver</i>.</td> </tr> </table>	<b>Art Table</b>	Children weave inspired by <i>Rainbow Weaver</i> .	<b>Art Easel</b>	Children paint inspired by Mayan designs.	<b>Blocks</b>	Children continue to build a recycling system.	<b>Library &amp; Listening</b>	Children research art made out of recycled materials.	<b>Writing &amp; Drawing</b>	Children continue to work on the Capstone project.	<b>Art Table</b>	Children weave inspired by <i>Rainbow Weaver</i> .
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**Notes**



**Read Aloud**  
***Rainbow Weaver***  
 Read 4 of 5

<b>Big Ideas</b>	<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>
<b>Unit Question</b>	In what ways do people, animals and plants depend on and impact the environment?
<b>Guiding Questions</b>	<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>
<b>Content Objective</b>	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)
<b>Language Objective</b>	I can elaborate on my ideas through speaking, writing and drawing. (SL.3.K.b)
<b>Vocabulary</b>	<p><b>weave:</b> to make (fabric) by passing threads or strips over and under each other</p> <p><b>thread:</b> a fine cord used in sewing and weaving</p> <p><b>loom:</b> a machine for weaving cloth</p> <p><b>litter (v):</b> to make messy by scattering trash or other objects</p>

	<p><b>dull:</b> something that is not shiny</p>
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● <i>Rainbow Weaver</i>, Linda Elovitz Marshall</li> <li>● <i>Rainbow Weaver</i> vocabulary cards</li> <li>● <i>Rainbow Weaver</i> response sheets, a copy for each child</li> <li>● writing and drawing tools</li> <li>● Story Elements chart from Day 2, with the “Orientation” and “Sequence of Events” completed</li> </ul> <p>On the whiteboard, write: How is Ixchel a Caretaker of the Earth?</p>
<p><b>Opening</b> 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><b>Text and Discussion</b> 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><b>Key Discussion and Activity</b> 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><b>Closing</b> 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><b>Standards</b></p>	<p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>W.1.K.b</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><b>Civics &amp; Government 3</b> 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><b>K-ESS3-3.</b> Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. <b>Further explanation:</b> 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><b>Ongoing assessment</b></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><b>Center Activities</b></p>	<table border="1"> <tr> <td data-bbox="451 432 678 499"><b>Art Table</b></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"><b>Art Easel</b></td> <td data-bbox="678 499 1406 567">Children paint inspired by Mayan designs.</td> </tr> <tr> <td data-bbox="451 567 678 634"><b>Blocks</b></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"><b>Library &amp; Listening</b></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"><b>Writing &amp; Drawing</b></td> <td data-bbox="678 739 1406 844">Children continue to work on the Capstone project.</td> </tr> </table>	<b>Art Table</b>	Children weave inspired by <i>Rainbow Weaver</i> .	<b>Art Easel</b>	Children paint inspired by Mayan designs.	<b>Blocks</b>	Children continue to build a recycling system.	<b>Library &amp; Listening</b>	Children research art made out of recycled materials.	<b>Writing &amp; Drawing</b>	Children continue to work on the Capstone project.
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**Notes**

Name: \_\_\_\_\_

*Rainbow Weaver* response sheet

How is Ixchel a Caretaker of the Earth? Use details from the story to support your ideas.

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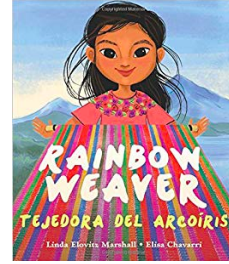
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**Read Aloud**  
***Rainbow Weaver***  
 Read 5 of 5

<b>Big Ideas</b>	<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>
<b>Unit Question</b>	In what ways do people, animals and plants depend on and impact the environment?
<b>Guiding Questions</b>	<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>
<b>Content Objective</b>	<p>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)</p> <p>I can describe the role of the illustrator and author in conveying the story’s message. (R.9.K.a, R.9.K.b)</p>
<b>Language Objective</b>	I can build on the ideas of my peers in a group discussion about a text. (SL.1.K.b)
<b>SEL Objective</b>	I can describe how a story inspires my interests, motivations, or actions. (Recognizing personal interests and motivation)
<b>Vocabulary</b>	<b>weave:</b> to make (fabric) by passing threads or strips over and under each other

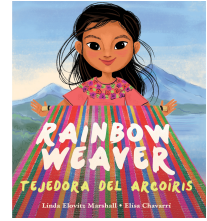


	<p><b>thread:</b> a fine cord used in sewing and weaving</p> <p><b>loom:</b> a machine for weaving cloth</p> <p><b>litter (v):</b> to make messy by scattering trash or other objects</p> <p><b>dull:</b> something that is not shiny</p>
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● <i>Rainbow Weaver</i>, Linda Elovitz Marshall</li> <li>● <i>Rainbow Weaver</i> vocabulary cards</li> <li>● Story Elements chart from Day 2, with the “Orientation” and “Sequence of Events” completed and space to record the “Message”</li> <li>● Sentence Frames for Discussion chart, from Unit 2, Week 2, Day 3</li> <li>● Unit Question Chart</li> </ul> <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><b>Opening</b> 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><b>Text and Discussion</b> 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><b>Key Discussion and Activity</b> 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><b>Closing</b> 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><b>Unit Question Chart</b> 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><b>Standards</b></p>	<p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p> <p><b>R.9.K.a</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the texts.</p>

	<p><b>R.9.K.b</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><b>R.11.K.a</b> With prompting and support, describe the relationship between illustrations and the text.</p> <p><b>R.11.K.c</b> With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p><b>SL.1.K.b</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><b>Ongoing assessment</b></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>												
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**Notes**



**WEEK 6 Day 3**

**Art Studio: Inspired By Rainbow Weaver**

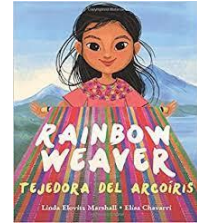
Inspired by *Rainbow Weaver*, children create woven art pieces.

<b>Big Ideas</b>	The natural world can improve people’s quality of life and inspire artistic expression.
<b>Guiding Question</b>	How can the earth inspire artistic expression?
<b>Vocabulary</b>	<p><b>weave:</b> to make (fabric) by passing threads or strips over and under each other</p> <p><b>loom:</b> a machine for weaving cloth</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Rainbow Weaver</i>, Linda Elovitz Marshall</li> <li>● pieces of cardboard, at least 1 per child</li> <li>● yarn, string or twine</li> <li>● tape</li> <li>● strips of colored paper</li> </ul> <p>Cut paper into various sized strips of various widths.</p> <ul style="list-style-type: none"> <li>● additional materials in which to weave             <ul style="list-style-type: none"> <li>○ Some ideas include: yarn, ribbon, pipe cleaners, fabric cut into strips</li> <li>○ Additional recycled materials ideas: strips cut from advertisements, strips cut from tissue paper, mesh bags from fruit, plastic bags</li> </ul> </li> </ul> <p>Depending on the group, decide if all of the cardboard looms will be prepared ahead of time, or if the children will create them during Centers. In any case, prepare at least a few sample looms. To create a loom:</p> <ol style="list-style-type: none"> <li>1. Cut small slits at both ends of the cardboard.</li> <li>2. Cut the yarn into pieces just a bit longer than the cardboard.</li> <li>3. String the yarn from one slit to the opposite slit on the other end of the cardboard.</li> <li>4. Tape the ends of the yarn behind the cardboard</li> </ol>

	<p>The slits in the cardboard loom can be adjusted to meet the needs of the children.</p> <p>*Note: While this is only 1 form of weaving, other formats are welcome. Follow the interests of the adults and children. Alternative ideas include weaving through a berry basket or through cut slits on fabric.</p> <p>Bring the following to the whole group meeting area for the Intro to Centers: <i>Rainbow Weaver</i>, 1 cardboard loom, few strips of paper, 1 additional material to weave with</p>
<p><b>Intro to Centers</b></p>	<p><i>In Rainbow Weaver, Ixchel learns to <b>weave</b>. What do you notice?</i>  Show several pages of Ixchel weaving in <i>Rainbow Weaver</i>. Invite children’s responses.</p> <p><i>In the Art Studio this week, we will experiment with weaving. One way to weave is to use a <b>loom</b>. Ixchel made her loom from sticks and branches. We will use cardboard looms.</i>  Show the loom. Model how to weave using the strips of paper. Show children how to weave “over” and then “under” the yarn on the loom.</p> <p><i>Remember that Ixchel’s mother did not have any extra thread to offer. Ixchel learns to weave with various materials. What kinds of materials did she use?... What different materials might we use with our cardboard loom?</i>  Invite responses. Draw some connections between the materials that Ixchel used and their ideas. Model weaving with an alternative material.</p>
<p><b>During centers</b></p>	<p>Children experiment with weaving. Support children to use the materials they are drawn to. Challenge children to think about patterns or the various colors they are using.</p> <p>Some children might find weaving difficult. Show children how they might weave string through their fingers, as well. They may practice this strategy before using the cardboard loom. Taping the cardboard loom to the table or to an easel might support the children’s work.</p> <p>As children are feeling successful with weaving, lift some of the strategies children are discovering. Encourage children to help one another.</p>
<p><b>Facilitation</b></p>	<ul style="list-style-type: none"> <li>● What are you creating?</li> <li>● Why did you choose this material? What else might you need?</li> <li>● How might you help your friend with weaving?</li> </ul>
<p><b>Standards</b></p>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>

	<p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>VA.K.V.Cr.01 - BOSTON</b> Generate and conceptualize artistic ideas and work. Experiment with a wide variety of both two- and three-dimensional materials, including recycled/repurposed ones after looking at images from several artists who use those materials.</p>
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**Notes**



**WEEK 6 Day 1**

**Art Easel: Inspired by Mayan Designs**  
 Inspired by Mayan designs children paint or use pastels to create different patterns.

<b>Big Ideas</b>	The natural world can improve people’s quality of life and inspire artistic expression.
<b>Guiding Questions</b>	How can the earth inspire artistic expression?
<b>Vocabulary</b>	<b>weave:</b> to make (fabric) by passing threads or strips over and under each other <b>pattern:</b> a design with shapes and lines that repeats
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Rainbow Weaver</i></li> <li>● Mayan designs images and videos</li> <li>● smocks</li> <li>● easel paper of different sizes</li> <li>● paints in paint cups in a variety of colors</li> <li>● thick and thin brushes</li> <li>● cups for mixing colors</li> <li>● pastels</li> <li>● Q-tips</li> <li>● sponges</li> <li>● Ipad or laptop</li> </ul> <p>Set up a color mixing station near the easel so that children can choose the colors and brushes they need and have the space to work with a partner. Make the images and videos available.</p>
<b>Intro to Centers</b>	<p><i>We are beginning to read Rainbow Weaver and hearing about the Mayan designs that Ixchel would like to weave, to make (fabric) by passing threads or strips over and under each other. Here are some of the pages where you can see the patterns, designs with shapes and lines that repeat, that Ixchel’s mother is weaving.</i></p> <p>Show a couple of pages from the book.</p>

	<p><i>Here are some images/videos of real Mayan patterns.</i>  Select images and/or videos to share with children.  <i>Share with a partner what you notice.</i>  Think, Pair, Share.</p> <p><i>I noticed how some of the lines in the patterns are thick and some are thin and some are zig zags.</i></p> <p><i>This week at the Art Easel you can paint or use pastels to create your own patterns inspired by Mayan designs. Talk to a partner about what tools and colors you would use and make.</i>  Think, Pair, Share.</p> <p><i>The easel is still set up so you can mix colors you need to paint. There are thin and thick brushes you can use to make different kinds of lines in your patterns. You can also choose to use pastels to create your pattern designs.</i>  Show the different brushes.</p> <p><i>As always work as a team, you can paint on the same paper and help each other mix color and share ideas about how the designs and patterns you feel inspired to create.</i></p>
<b>During Centers</b>	<p>Support children to notice and describe the patterns and designs. Guide children to consider the utensils they would use to create varied patterns. Encourage them to work as a team, share paper and tools as they plan their paintings.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● How are the Mayan designs and patterns inspiring your painting or drawing?</li> <li>● How are you going to use the tools to create design patterns?</li> <li>● How are you using the paint or pastels?</li> <li>● How would you represent different shapes and lines?</li> <li>● How does working as a team help you with your painting or drawing?</li> </ul>
	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.  <b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>



# Mayan Designs



<https://www.anywhere.com/guatemala/destinations/la-antigua/tours/cultural-textile-halfday>  
<https://www.ancient-origins.net/ancient-places-americas/weaving-world-ancient-mayan-women-001976>

Centers U4 W6



<https://www.dreamstime.com/photos-images/traditional-guatemalan-weave.html>

Centers U4 W6

Focus on K2/ K for ME | Boston Public Schools Early Childhood Department P-2/ Maine Department of Ed



<https://truthout.org/articles/two-headed-bird-lands-in-guatemala-s-political-arena-mayan-women-fight-to-protect-their-textile-heritage/>

Centers U4 W6

Focus on K2/ K for ME | Boston Public Schools Early Childhood Department P-2/ Maine Department of Ed



<https://mayancalendar.net/weaving-the-thread-of-time-in-the-mayan-calendar/#.YNnIQulKgcg>

Centers U4 W6

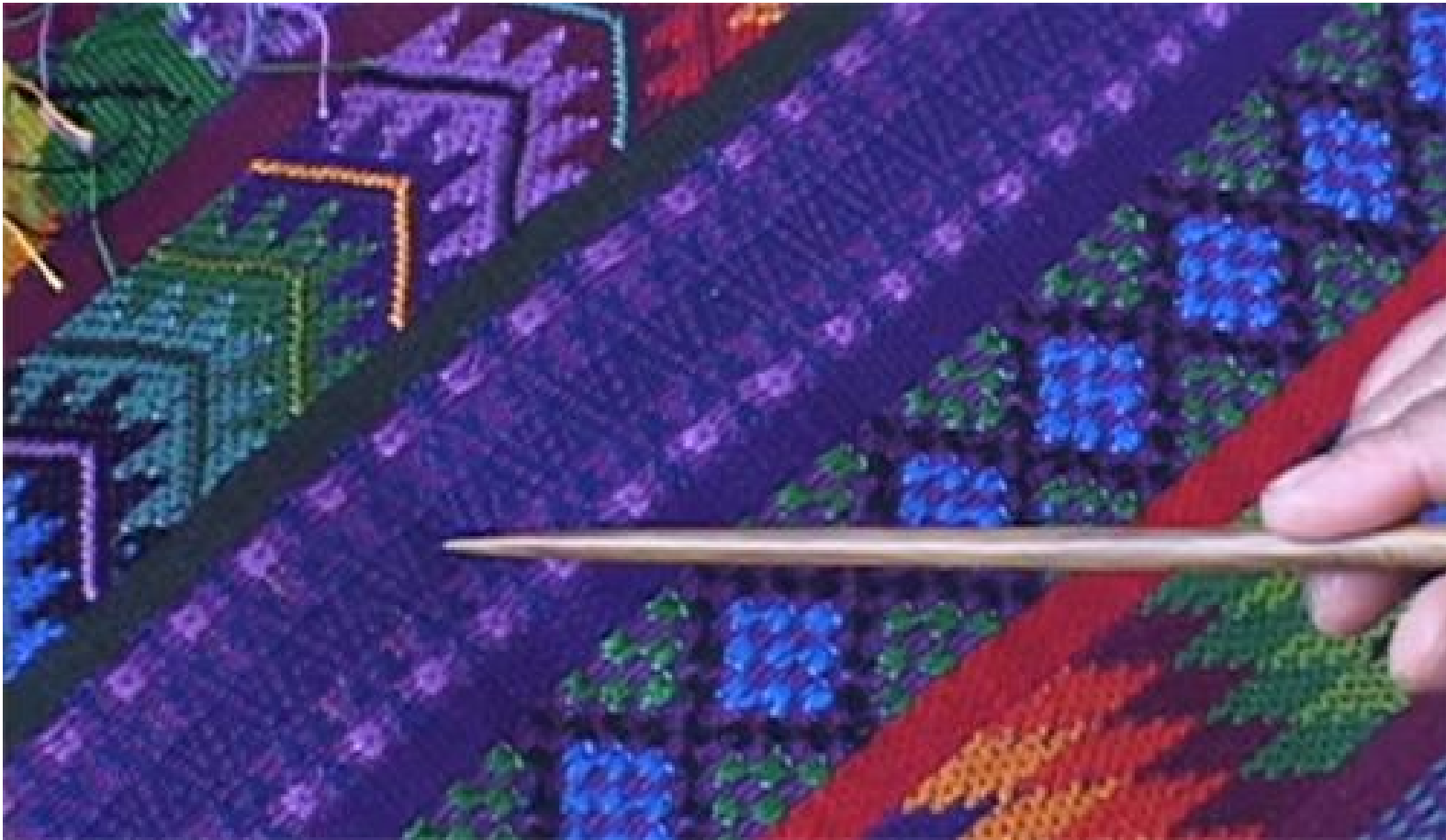
Focus on K2/ K for ME | Boston Public Schools Early Childhood Department P-2/ Maine Department of Ed



<https://www.yachana.org/teaching/students/webpages/women08/patrickmaya.html>

Centers U4 W6

Focus on K2/ K for ME | Boston Public Schools Early Childhood Department P-2/ Maine Department of Ed



<http://nationalclothing.org/america/82-guatemala/253-traditional-blouse-of-guatemala-maya-women-weave-their-folk-clothing-on-backstrap-loom.html>

Centers U4 W6

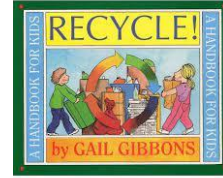
Focus on K2/ K for ME | Boston Public Schools Early Childhood Department P-2/ Maine Department of Ed



<https://walkingarizona.blogspot.com/2012/08/mayan-textiles.html>

Centers U4 W6

Focus on K2/ K for ME | Boston Public Schools Early Childhood Department P-2/ Maine Department of Ed



**WEEK 6 Day 2**

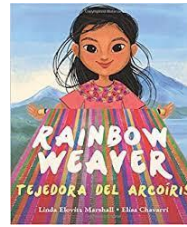
**Blocks: Building a Recycling System**  
 Children use blocks and Beautiful Stuff to build a recycling system.

<b>Big Ideas</b>	As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.
<b>Guiding Questions</b>	What are sustainable systems, and how do people make responsible decisions for our earth?
<b>Vocabulary</b>	<b>recycling plant:</b> a factory where used materials are made into new things.
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Recycle!</i>, Gail Gibbons</li> <li>● recycling system images and video, from Week 4</li> <li>● children’s recycling trucks, from Week 5</li> <li>● children’s research, from Week 4</li> <li>● blocks (unit, hollow foam)</li> <li>● Beautiful Stuff: small and medium boxes, cardboard</li> <li>● tape</li> <li>● varied paper</li> <li>● writing and drawing utensils</li> <li>● scissors</li> <li>● Ipad or projector</li> </ul> <p>Set out visuals and images children can use as resources. With children’s help set out Beautiful Stuff that will be useful. Allow for the use of varied blocks.</p>
<b>Intro to Centers</b>	<p><i>We have read Recycle! by Gail Gibbons, learning about how and what to recycle and what happens to what we recycle, you also researched recycling and made your own recycling trucks.</i></p> <p>Show some samples of the children’s research and work.</p> <p><i>What do you notice?</i></p>



	<p>Think, Pair, Share</p> <p><i>Yes, we learned that the recycling trucks bring the recycling to a recycling plant, a factory where used materials are made into new things. Let's look at some of these images/videos to remember what happens.</i></p> <p>Choose to share images, videos, or pages from <i>Recycle!</i> to share.  <i>What do you notice about what is happening?</i></p> <p>Engage in a conversation with the group about what they notice and think is happening to the recycled materials.</p> <p><i>This week you are going to use blocks, and Beautiful Stuff to construct a recycling system. What ideas do you have for what to make and what materials to use?</i></p> <p>Think, Pair, Share.  <i>So many great ideas!</i></p> <p>Restate some of the ideas. If it did not come up, suggest a conveyor belt or a sorting robot.  <i>You could start by making a sketch of a recycling system and then figure out which materials would work best.</i>  <i>Remember about teamwork and how important and useful it is to work together and share ideas with each other.</i></p>
<b>During Centers</b>	<p>As children begin to work, guide them to use the resources as a reference that can help them to get ideas. Encourage them to work first on a plan and then to consider various materials to use . Remind them to work collaboratively, share ideas and help each other.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What do you know about what happens at a recycling plant?</li> <li>● How does it work?</li> <li>● What are you going to use to build your recycling system? Why?</li> <li>● What are you going to use to make the _____?</li> <li>● What kind of recycled materials are you sorting? What will happen to these materials?</li> <li>● How does working as a team help you?</li> </ul>
<b>Standards</b>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>K-ESS3-3</b> Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.</p> <p><b>Further explanation:</b> Examples of human impact on land could include cutting trees to produce paper and using resources to produce bottles.</p>

	<p>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>
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**WEEK 6 Day 4**

**Library & Listening: Researching Art Made with Recycled Materials**

Children research art made with recycled materials using different resources.

<b>Big Ideas</b>	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.
<b>Guiding Questions</b>	What are sustainable systems, and how do people make responsible decisions for our earth? How can the earth inspire artistic expression?
<b>Vocabulary</b>	<b>media:</b> what art pieces are made out of
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● research sheets, from Week 2</li> <li>● children’s research sheets</li> <li>● <i>Rainbow Weaver</i></li> <li>● Recycled art images and videos</li> <li>● Ipad or laptop</li> <li>● sticky notes</li> <li>● clipboards</li> <li>● writing utensils</li> </ul> <p>As with previous research children have been engaged in, gather books and images you have collected about recycled art. Set out clipboards with paper, sticky notes, and writing utensils. Set up a laptop or ipad with a folder with images children can look through and tag.</p>
<b>Intro to Centers</b>	<p><i>Last week in Library &amp; Listening you researched ways to conserve water. Here is what you recorded in your research sheets.</i></p> <p>Show and read few sample of children’s work</p> <p><i>What do you notice?</i></p>

	<p>Invite a few children to share their observations.</p> <p><i>This week you are going to research art made with recycled materials. We are reading Rainbow Weaver and hearing Ixchel's story about how she used plastic bags to weave. Here are some images/videos to get more ideas about different kinds of art and recycled media, what art is made out of, used by artists .</i></p> <p>Choose what to share with children <i>What do you notice?</i></p> <p>Think, Pair, Share.</p> <p><i>Look through the materials to see what you can find out about art made with recycled media, you might notice the materials artists are using, or how they are using them. When you find something interesting and inspiring, you can record it in your research notes sheet. Remember that this sheet has space for lots of things you are researching during this unit, for today you can just use the part about art made with recycled materials.</i></p> <p>Show the sheet. <i>What do you want to learn about art made with recycled materials?</i></p> <p>Invite a couple of responses. <i>I am curious to see what you find out. Make sure to work together, share ideas and help each other by recording information in your research notes.</i> <i>This research will help you next week in the Art Studio.</i></p>
<b>During Centers</b>	<p>As children look through books/images/videos, support them to think about what they are interested in learning about. Encourage children to collaborate and talk with each other about what they are learning and how they are recording it on the research note sheet. Remind children to consider this research when they start creating their sculptures in the Art Studio.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● Which images/texts/videos inspire you or give you ideas? Why is this one inspiring? How does it make you feel?</li> <li>● How can these images/texts/videos help you and other children find out more about art made with recycled materials/media?</li> <li>● What materials/media would you like to use to create a piece of art?</li> <li>● How are you going to record it in your research note sheet?</li> <li>● What do you want to learn about art made with recycled materials/media?</li> </ul>

<b>Standards</b>	<p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p>
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<b>Notes</b>
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# Art with Recycled Materials



Basket made with plastic bags

<https://stabletableandcrafts.com/basket-weaving-with-plastic-bags-instructions/>

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Nnenna Okore - wall weaving with recycled materials

<http://www.dreamideamachine.com/en/?p=57378>

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Nnenna Okore - weaving with recycled materials

<http://www.dreamideamachine.com/en/?p=57378>

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Julie Kornblum - basket woven with recycled materials

<https://www.rayela.com/?team=julie-kornblum-studio>

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Julie Kornblum - weaving with recycled materials

<https://nationalbasketry.org/julie-kornblum/>

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Alain Guerra and Neraldo de la Paz  
*Indradhanush* made with recycled clothing

<https://westharlem.art/2016/08/12/guerra-de-la-paz-installations/>

Centers U4 W6



Alain Guerra and Neraldo de la Paz - made with recycled clothing

<https://blog.artsper.com/en/get-inspired/top-10-of-recycled-art/>

Centers U4 W6

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Tara Donovan "Untitled" - made with styrofoam cups

<https://www.frieze.com/article/tara-donovan>

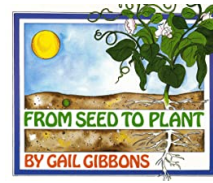
Centers U4 W6



Tara Donovan "Untitled" made with buttons

<https://outofthebluedesign.weebly.com/tara-donovan.html>

Centers U4 W6



## WEEK 6 Day

**Discovery:**  
**Transplanting the Bean Plants**

Children transplant their bean seedlings and continue to observe the plant growth over the course of the Unit.

<b>Big Ideas</b>	Plants grow and change over time. They need light, water, and air to live and grow.
<b>Guiding Question</b>	How do plants grow and change over time? What do plants need to survive?
<b>Vocabulary</b>	<p><b>seedling:</b> a seed that has sprouted</p> <p><b>transplant:</b> to replant one seedling or plant in a new place</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● beans in ziplock bags, from Week 4</li> <li>● children’s observational drawings, from Week 4</li> <li>● blank paper</li> <li>● writing and drawing tools</li> <li>● soil, enough to fill each child’s plant container Put the soil in an open container (large bowl, old yogurt container, etc.) so it is easy for the children to scoop.</li> <li>● containers for planting, such as cups, yogurt cups, pots, 1 per child</li> <li>● spray bottle Fill the bottle with water.</li> <li>● large trays to place under the containers, 3-4</li> <li>● plastic spoons or scoops, enough for a small group</li> <li>● gloves, optional Some children might find it easier to work with soil while wearing gloves.</li> <li>● popsicle/craft sticks, 1 per child Sticks are for labeling the type of seed.</li> <li>● thin markers, 1 per small group</li> </ul>

	<p>Label 1 craft stick with "bean. Bring this to the Intro to Centers.</p> <p>Decide the best place to house the plants. Identify a place with adequate sunlight and an area that is low enough for children to see their plants. Children will be writing, therefore, provide additional writing space such as another table, shelf top, or clipboards.</p> <p>Bring the following to the whole group meeting area for the Intro to Centers: beans in ziplock bags, materials to model planting one seed, 1 child's observational drawing, craft stick</p>
<p><b>Intro to centers</b></p>	<p><i>Can you believe how much our bean seeds have changed over the last couple of weeks? Take a look! They are now seedlings!</i></p> <p>Provide time for children to share their observations. Make connections to the mini gardens.</p> <p><i>This week, we will <b>transplant</b>, or replant, our bean seedlings from the ziplock bag to a cup. It will be a similar process to planting our mini gardens. Rather than planting seeds, we will plant seedlings. We will need to work extremely carefully with the seedlings. First, we will need to scoop our soil into a cup and moisten it.</i></p> <p>Model how to transplant the seeds. Show children how to scoop soil into the cup and moisten the soil using the spray bottle. Make a hole in the soil. Carefully remove the bean seedling from the baggie and place in the hole, with the stem facing up. Move the soil to cover the seedling and press the soil gently around the stem. Place the craft stick label in.</p> <p><i>Again, as scientists, what do we need to do?</i></p> <p><i>Don't forget to record your observations.</i></p> <p>Model drawing a quick sketch of the plant.</p>
<p><b>During Centers</b></p>	<p>Children transplant their bean seeds individually. Children scoop soil into a cup and moisten the soil using the spray bottle. They make a hole in the soil and carefully remove the bean seedling from the baggie. They place the seedling in the hole, with the stem facing up. Support children to cover the seedling with soil and press the soil gently around the stem. Remind children to work slowly and carefully.</p> <p>After planting their seeds, children make a label with a craft stick. Then they sketch their observations on blank paper.</p> <p>In the subsequent days, support children with watering their plants during Centers.</p>
<p><b>Facilitation</b></p>	<ul style="list-style-type: none"> <li>● What do you notice about these seedlings?</li> <li>● What do the seeds need to survive and grow?</li> </ul>



	<ul style="list-style-type: none"><li>• How will you care for your plant?</li><li>• How much water will you add? How will you know when your plant needs more water?</li></ul>
<b>Standards</b>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>VA.K.V.Cr.01 BOSTON</b> - Generate and conceptualize artistic ideas and work. Experiment with a wide variety of both two- and three-dimensional materials, including recycled/repurposed ones after looking at images from several artists who use those materials.</p>

**Notes**

WEEK 6 Day 1

**Writing Argument**  
Peer-to-Peer Feedback

<b>Content Objective</b>	I can use feedback to choose how to revise my writing. (W.2.K.a, W.3.K.b)
<b>Language Objective</b>	I can ask my partner questions to understand her/his writing choices, and I can answer questions about my writing choices. (SL.2.K.b)
<b>Vocabulary</b>	<b>feedback:</b> specific, helpful suggestions given to improve work <b>revise:</b> make changes to writing
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● children’s drawing and writing books Set aside the writing of the child chosen to model feedback.</li> <li>● Procedure Feedback sheet, one copy for each child and one for modeling</li> <li>● writing materials</li> </ul>
<b>Opening</b> 1 minute	<i>Today we are going to provide <b>feedback</b> to each other to improve our writing. When we provide feedback to each other, we will give specific and helpful suggestions. The writers may choose to incorporate these suggestions or not. We will first work together to analyze _____ [child]’s argument and provide _____ [him/her] with specific feedback. Then, you will each work with a partner to provide feedback.</i>
<b>Peer-to-Peer Feedback Practice</b> 9 minutes	<p>Introduce the Argument Feedback sheet.</p> <p><i>This is the paper we will use to provide feedback. At the top, there is a space for the writer’s name and the reviewer’s name. If you are the person reading your writing, you are the writer. If you are the person giving feedback, you are the reviewer.</i></p> <p><i>Here’s how this will work. When you begin working with your partner, you will read your <b>argument</b> letter to him.</i></p> <p><i>After hearing the letter, your partner will answer three questions.</i></p>

	<p><i>The first question says, “Does it begin with a thesis?” If the argument begins with a thesis, your partner will check “Yes.” If not, he will check “No.” If it does not begin with a thesis, talk about ideas for a thesis the writer could add.</i></p> <p><i>The second question says, “Does it include reasons?” If the argument includes reasons, your partner will check “Yes.” If not, she will check “No.” If it does not include reasons, talk about ideas for reasons the writer could add.</i></p> <p><i>The third question says, “Does it end with a reinforcement of the thesis?” If the argument ends with a reinforcement of the thesis, your partner will check “Yes.” If not, he will check “No.” If it does not end with a reinforcement of the thesis, talk about ideas for how to say the thesis again, in a new way.</i></p> <p><i>Let’s try it together. _____, please read us your argument letter.</i></p> <p><i>Now let’s look at our feedback sheet. Remember, our first question says, “Does it begin with a thesis?”</i></p> <p>Harvest several children’s ideas. Check “Yes” or “No” on the checklist and discuss why that choice was made. If there is no thesis, talk together about a possible thesis. Repeat the process with the second and third questions.</p>
<p><b>Peer-to-Peer Feedback</b> 12 minutes</p>	<p><i>Now you will provide feedback to each other.</i></p> <p>Partner the children and send them with Argument Feedback sheets. As the children work, circulate to support them. Have children store their Argument Feedback sheets in their writing folders.</p>
<p><b>Closing</b> 8 minutes</p>	<p>Bring the children back to the whole group. Review the feedback given to the child at the beginning of the session. Talk through the feedback and think aloud with the child to decide which pieces of feedback to incorporate and which to leave out. Discuss why the writer may choose not to incorporate certain pieces of feedback.</p>
<p><b>Standards</b></p>	<p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.  <b>W.2.K.a</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  <b>SL.2.K.b</b> Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p>
<p><b>Ongoing assessment</b></p>	<p>Observe and take notes as children provide feedback.  What feedback are children given? Does it match your assessment?  Are there any trends emerging?</p>

# Argument Feedback

Writer's Name: \_\_\_\_\_

Reviewer's Name: \_\_\_\_\_

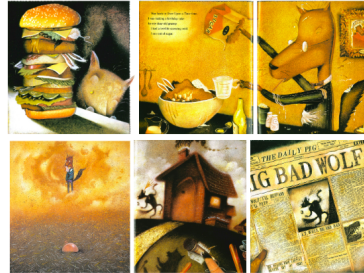


**thesis:** states what the writer is trying to convince the audience to think or do

Does it begin with a **thesis**?

Yes

No



**reasons:** support the thesis, appeal to the audience

Does it include **reasons**?

Yes

No



**reinforcement of the thesis:** repeats the thesis in a new way

Does it end with a **reinforcement of the thesis**?

Yes

No

## WEEK 6 Day 2

### Writing Argument

#### Introduction to and Beginning Revising and Publishing

Today’s lesson launches the work of revising and publishing that continues on Days 3-4. This lesson addresses revisions (children’s individual revisions and teacher-directed small group revisions). Publishing begins on Day 3.

Children work individually and with partners or small groups to review their work and plan for revisions, considering whether their work makes sense and follows the purpose of argument: to convince someone to do something.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure or language and drawn from observations made throughout the unit. Children then receive guidance from the teacher to make these revisions by meeting in small groups with similar needs.

<b>Content Objective</b>	I can revise my writing to fit the purpose, structure, and language of argument. (W.2.K.a, W.3.K.b)
<b>Language Objective</b>	I can discuss with a partner or small group how my writing should be revised. (SL.1.K.a)
<b>Vocabulary</b>	<p><b>argument:</b> a genre of writing whose purpose is to convince someone to do something or about something</p> <p><b>revise:</b> make changes to writing</p> <p><b>publish:</b> to prepare writing for an audience</p> <p><b>audience:</b> an individual or group for whom a piece of writing is composed</p> <p><b>feedback:</b> specific, helpful suggestions given to improve work</p>
<b>Materials and Preparation</b>	<p>These materials will be used during Days 2-3 this week.</p> <ul style="list-style-type: none"> <li>Argument Observation Tools</li> </ul> <p>Before the lesson, review the children’s Argument Observation Tools, Argument Feedback sheets, along with other notes taken during Writing, to identify the strongest area of need for each child. Form groups of children with similar needs. Ideally, children should be divided into 4 groups—2 to meet on Day 2 and 2 to meet on Day 3. See the descriptions below to guide possible group focus areas.</p> <p>For Revisions:</p>

	<ul style="list-style-type: none"> <li>● writing tools</li> <li>● children’s drawing and writing books, including argument letters</li> <li>● Argument anchor chart, from Week 2, Day 3</li> </ul> <p>For Small Group instruction:</p> <ul style="list-style-type: none"> <li>● unit texts</li> <li>● Parts of a Letter slides</li> <li>● system for keeping track of shared work</li> </ul> <p>Choose one child who would like to share an argument, preferably a child who has not yet shared his work.</p>
<p><b>Opening</b> 5 minutes</p>	<p><i>You have learned a lot about writing <b>arguments</b> during this unit! We wrote an argument poster together as a class, and you wrote your own argument letters! This week you are going to <b>revise</b> and <b>publish</b> your work to get it ready for your <b>audience</b>—a person or people at home.</i></p> <p><i>Yesterday you gave each other <b>feedback</b> about your argument letters. Today you will use that feedback to make your writing even better.</i></p>
<p><b>Individual Construction</b> 20 minutes, concurrent with Small Group instruction</p>	<p>Send the children with drawing and writing books to revise their work.</p>
<p><b>Small Group Possibilities</b> 20 minutes, concurrent with Individual Construction</p>	<p>As children work individually, pull small groups with similar needs to improve one aspect of their writing. The aspects addressed in revisions should be features of argument taught during the unit. The following are suggestions for what to address in small groups.</p> <p><u>Audience</u> Remind children of the importance of considering the audience when writing an argument. Review the audiences of children’s letters and guide them to include a thesis and reasons that appeal to those audiences. In addition, help them adjust the language of their letters so that it appeals to their chosen audiences.</p> <p><u>Thesis</u> Have children review the thesis of their letters. If the thesis is missing, guide them to say, and then write, an appropriate thesis. If the thesis needs revising, help them revise the thesis to clearly state what they want the audience to do.</p> <p><u>Reasons</u></p>

	<p>Remind children that reasons support the thesis and appeal to the audience. Support the children in generating at least two reasons, drawn from resources such as unit texts.</p> <p><u>Reinforcement of the Thesis</u> Assist children in adding/revising a reinforcement of the thesis by having them restate the thesis, but in a new way.</p> <p><u>Parts of a Letter</u> Have children compare their letters to the model letter. Help them to identify which parts are missing or need revision. Guide children to revise their letters so that they follow the conventions of a letter.</p>
<b>Closing</b> 5 minutes	Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.
<b>Standards</b>	<p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p> <p><b>W.2.K.a</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>
<b>Ongoing assessment</b>	Note children’s participation in and understanding of the content of each small group.

<b>Notes</b>	
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**WEEK 6 Day 3**

**Writing Argument**  
 Revising and Publishing  
 continued from Day 2

<b>Content Objective</b>	I can revise my writing to fit the purpose, structure, and language of procedure. (W.2.K.a, W.3.K.b)
<b>Language Objective</b>	I can discuss with a partner or small group how my writing should be revised. (SL.1.K.a)
<b>Vocabulary</b>	<b>revise:</b> make changes to writing <b>publish:</b> to prepare writing for an audience <b>audience:</b> an individual or group for whom a piece of writing is composed
<b>Materials and Preparation</b>	Day 2 materials for Revisions and Small Group instruction  For Publishing: <ul style="list-style-type: none"> <li>● drawing and writing tools</li> <li>● a variety of paper appropriate for publishing a letter</li> </ul>
<b>Opening</b> 1 minute	<i>Today you will continue <b>revising</b> your letters and begin to <b>publish</b> them. When you are ready to publish, you will copy your letter onto a clean sheet of paper—like this one—so that it is easy for your <b>audience</b> to read.</i>
<b>Individual Construction and Small Groups</b> 24 minutes	As children work independently, meet with small groups, as described in Day 2.
<b>Closing</b> 5 minutes	Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.
<b>Standards</b>	<b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic. <b>W.2.K.a</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.



	<b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.
<b>Ongoing assessment</b>	Note children’s participation in and understanding of the content of each small group.

**Notes**

WEEK 6 Day 4

**Writing Procedure**  
Publishing

<b>Content Objective</b>	I can prepare my argument letter for an audience. (W.3.K.b)
<b>Language Objective</b>	I can publish my letter so that others can read it. (L.1.K.a, L.1.K.d, L.1.K.e)
<b>Vocabulary</b>	<p><b>publish:</b> to prepare writing for an audience</p> <p><b>argument:</b> a genre of writing whose purpose is to convince someone to do something or about something</p> <p><b>audience:</b> an individual or group for whom a piece of writing is composed</p> <p><b>convince:</b> to persuade</p> <p><b>sustainable:</b> using things like paper, water, and energy carefully now so that there are enough resources for people to use later</p> <p><b>genre:</b> a type of writing</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● children’s drawing and writing books, including argument letters</li> <li>● drawing and writing tools</li> <li>● a variety of paper appropriate for publishing a letter</li> <li>● optional additional materials:             <ul style="list-style-type: none"> <li>○ colored paper and glue sticks, for gluing letters onto a fancy background</li> <li>○ envelopes</li> </ul> </li> </ul>
<b>Opening</b> 5 minutes	<p><i>Today you will finish <b>publishing</b> your <b>argument</b> letter to get it ready to share at our Capstone Project celebration and to send home!</i></p> <p>Review with children the steps they will need to take to publish, including copying their letters onto new sheets of paper, and perhaps decorating them. Children may also glue their letters onto colored paper and/or fold and put their letters into envelopes that they address.</p>
<b>Individual Construction</b>	Send the children with drawing and writing books and publishing materials.

24 minutes	As children work, circulate to assist them with final publishing.
<b>Closing</b> 1 minute	<p><i>You have worked so hard to write and publish your argument letters—your <b>audiences</b> will be <b>convinced</b> to make <b>sustainable</b> changes at home!</i></p> <p><i>This year we have done so much writing together—it has been amazing to see you grow as writers and to write in many different <b>genres</b>!</i></p>
<b>Standards</b>	<p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p> <p><b>L.1.K.a</b> Use frequently occurring nouns and verbs.</p> <p><b>L.1.K.d</b> Use most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with).</p> <p><b>L.1.K.e</b> Produce and expand complete sentences in shared language activities.</p>
<b>Ongoing assessment</b>	Review children’s published work for clarity.

**Notes**

Unit 4: Our Earth

WEEK 6 Day 5

<p><b>Writing Procedure</b></p> <p>Presentation and Celebration</p>
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<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• class argument poster</li> <li>• children’s argument letters</li> </ul>
<b>Presentation and Celebration</b>	Dedicate Writing time to presenting the class Capstone Project. Include children’s argument writing in the project celebration.
<b>Ongoing assessment</b>	<p>Reflect and make notes about the unit.</p> <p>What did children come to understand about the purpose, structure, and language of argument?</p> <p>What might I do differently next year?</p>

**Notes**

**WEEK 6**

**Stations**

Station	Activities	Materials Add writing and drawing tools at each station.
<b>Strategic Small Group Instruction</b>		Dedicate the majority of Stations time to strategically targeted small group instruction.
<b>Reading</b>	Independent and Partner Reading	<ul style="list-style-type: none"> <li>● collection of high-interest picture books, including on the topic of study (conservation, recycling)</li> </ul>
<b>Pocket Chart</b>	“Worms”	<ul style="list-style-type: none"> <li>● “Worms” sentence strips</li> <li>● pocket chart and pointer</li> <li>● “Worms” on chart</li> <li>● “Worms” child copies</li> <li>● drawing tools</li> </ul>
<b>Listening &amp; Speaking</b>	Talk Time	<ul style="list-style-type: none"> <li>● Week 6 Talk Time image and prompt</li> <li>● 1-minute sand timers, optional</li> </ul>
	Listen and Respond	<ul style="list-style-type: none"> <li>● technology for listening to recorded text</li> <li>● <i>Rainbow Weaver</i> recording</li> <li>● <i>Rainbow Weaver</i>, Linda Elovitz Marshall</li> <li>● conversation prompts, cut apart</li> </ul>
<b>Writing</b>	<i>Recycle!</i>	<ul style="list-style-type: none"> <li>● <i>Recycle!</i> Gail Gibbons</li> <li>● writing prompt sheet, one copy for each child</li> <li>● writing and drawing tools</li> </ul>
<b>Word Work</b>	Read, Complete, Write Sentences	<ul style="list-style-type: none"> <li>● Read, Complete, Write Sentences sheets, one for each child</li> </ul>
	From Here to There	<ul style="list-style-type: none"> <li>● From Here to There sheets, one for each child</li> </ul>
	Read, Build, Write Trick Words	<ul style="list-style-type: none"> <li>● Read, Build, Write Sheets, one for each child</li> <li>● magnetic letters or letter tiles</li> </ul>

***Rainbow Weaver***

What is the problem in the story? How does Ixchel resolve it?

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***Rainbow Weaver***

What is the problem in the story? How does Ixchel resolve it?

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***Rainbow Weaver***

What is the problem in the story? How does Ixchel resolve it?

Talk Time Week 6



<https://www.craftcouncil.org/post/addressing-threats-facing-traditional-basketmaking-materials>

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<https://www.craftcouncil.org/post/addressing-threats-facing-traditional-basketmaking-materials>

Listening & Speaking Station: Talk Time U4 W6

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What materials is this basketmaker using?  
What are some steps it might take to weave a basket?

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What materials is this basketmaker using?  
What are some steps it might take to weave a basket?

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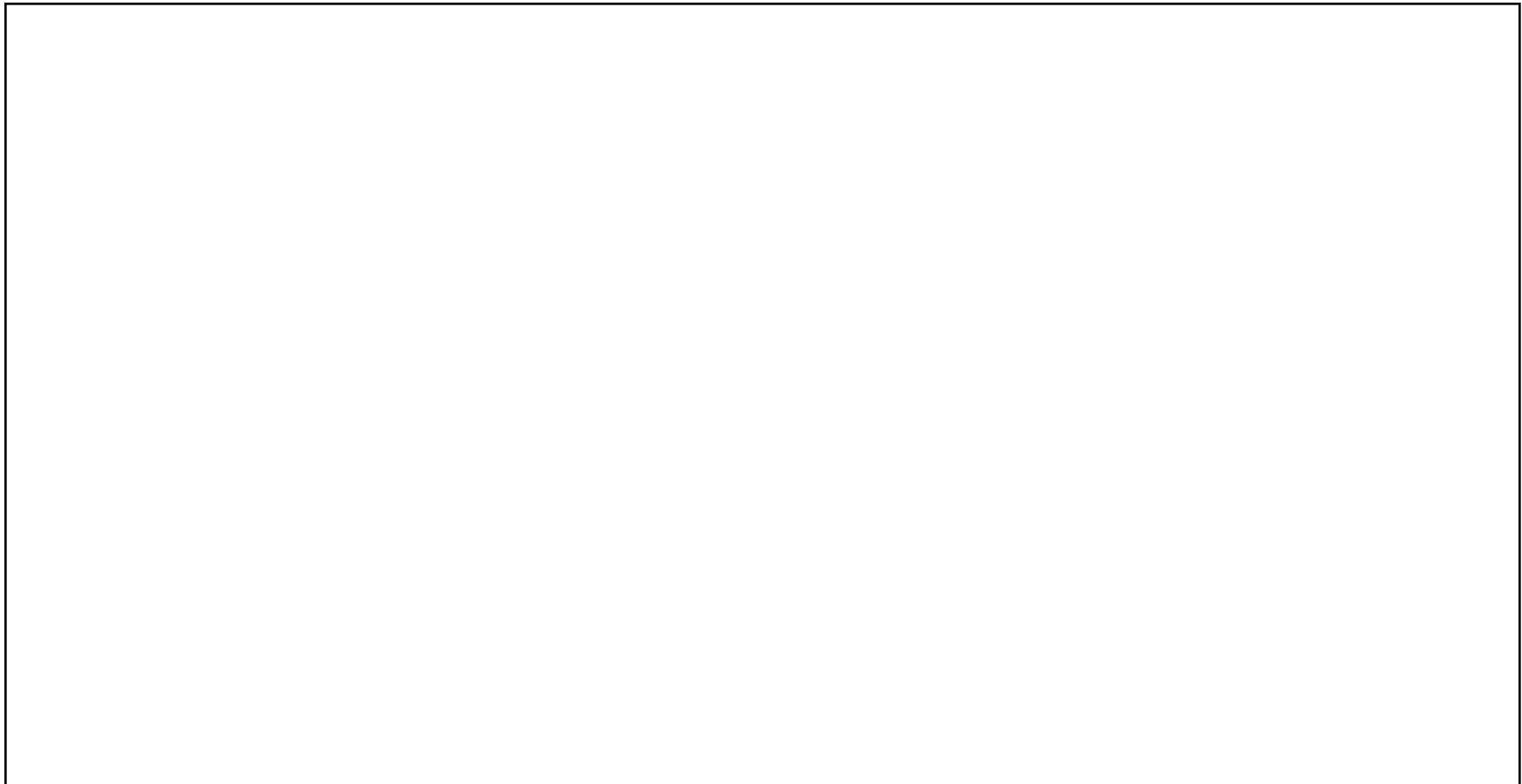


Name: \_\_\_\_\_

**Writing Station: *Recycle!***

What are some ways that children in our school can help save natural resources, such as paper and water?

Draw and write a procedure for our school.







**Writing Station U4 W6**

Name \_\_\_\_\_





**Word Work Station**

Read the sentence. Complete the sentence. Write the sentence.





The  is in the  .

 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

The  is in the  .

 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

The  is in the  .

 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Is the  in the  ?



Four horizontal writing lines: a solid top line, a dashed middle line, and two solid bottom lines.

My  is not in the  .



Four horizontal writing lines: a solid top line, a dashed middle line, and two solid bottom lines.

Answers

The **gum** is in the **box**.

The **nut** is in the **box**.

The **sock** is in the **box**.

Is the **cat** in the **box**?

My **pen** is not in the **box**.



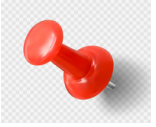
Name \_\_\_\_\_

### From Here to There




Start with the first word, and change the missing sound to make a new word. Keep going until you get to the last word.

Start with  neck	→	  __eck	→	  ch_ck
------------------------	---	--	---	--



  __ick	→	  thi__	→	  __in
--	---	--	---	--



























  p__n	→	  pe__	→	  pack
---	---	---	---	---

Word bank: neck check chick thick thin pin pen peck pack

Name: \_\_\_\_\_

**Word Work Station**

Read the word	Build the word	Write the word
from		 _____  -----  _____  _____
of		 _____  -----  _____  _____
have		 _____  -----  _____  _____

Read the word	Build the word	Write the word
they		   
you		   
what		   

WEEK 6

Shared Reading

"A Seed Needs"	
<p>Standards: R.2.K.d R.3.K.c R.3.K.d L.2.K.b L.2.K.c L.2.K.d</p>	<p>I see you are a seed! Please tell me what you need.</p> <p>Room for my roots to spread, Into my soil bed.</p> <p>First I need dirt to grow, Then I need the sun to glow.</p> <p>After a while you will see, A plant I shall be!</p> <p>Water to make me wet, Air for my leaves to get.</p>
<p><b>Session 1</b></p>	<p>Opening: <i>The title of our poem is "A Seed Needs."</i> <i>What do you already know about what a seed needs?</i></p> <p>Fluency: Read the poem aloud once through with expression, emphasizing the rhyming words. Pause at "then," "wet," "get," and "bed" for children to chorally decode.</p> <p>Read the poem a second time, pausing at the last word of each stanza for children to fill in the rhyming word.</p> <p>Meaning Making: <i>What new information did you learn from this poem?</i> <i>What do you think a soil bed might be? Why is it needed? [a space for a garden to grow]</i> Reread "Room for my roots to spread," and analyze its meaning. <i>It's not a bed like we sleep in, but rather an area to plant seeds and where roots will grow down into the earth.</i></p>



## “A Seed Needs”

Standards:  
R.2.K.d  
R.3.K.c  
R.3.K.d  
L.2.K.b  
L.2.K.c  
L.2.K.d

I see you are a seed!  
Please tell me what you need.

Room for my roots to spread  
Into my soil bed.

First I need dirt to grow,  
Then I need the sun to glow.

After a while you will see,  
A plant I shall be!

Water to make me wet,  
Air for my leaves to get.

### Session 2

#### Phonological Awareness:

Cover the song so that children do not see the print.

*This poem has the word “grow.”*

*How many sounds do you hear in the word “grow?” Let’s segment and count the sounds.*

Repeat the same exercise with the words “glow” and “please.”

#### Fluency and Language Conventions:

Show the print.

*What punctuation do you see?* [exclamation points, periods, and commas]

*How do they help you read the poem with expression?*

*Let’s use the punctuation to read this poem with expression.*

Invite children to echo read each stanza, emphasizing fluency while reading phrases.

#### Phonological Awareness:

*We can change sounds or remove sounds to make new words that rhyme.*

Say the word “grow,” and ask children to replace the /r/ with /l/.

*What word do we have now?* [glow]

*Now say the word “glow” and change the /g/ to /b/. [blow]*

*Now say the word “blow” and take out the sound /b/. [low]*

*The words “grow,” “glow,” “blow,” and “low” rhyme.*

*We made these words by changing and removing beginning sounds.*

## “A Seed Needs”

**Standards:**

R.2.K.d  
R.3.K.c  
R.3.K.d  
L.2.K.b  
L.2.K.c  
L.2.K.d

I see you are a seed!  
Please tell me what you need.

Room for my roots to spread  
Into my soil bed.

First I need dirt to grow,  
Then I need the sun to glow.

After a while you will see,  
A plant I shall be!

Water to make me wet,  
Air for my leaves to get.

**Session 3**

**Phonological Awareness:**

Cover the song so that children do not see the print.

*You are experts at noticing the sounds in words and blending sounds together to say a word. I am going to say the sounds of a word and you will blend them together into a word.*

Say “/l/-/ē/-/v/-/z/” with a long pause between each sound.

*What word is that? [leaves]*

Repeat the same exercise with the words “roots,” “spread,” and “shall.”

**Fluency:**

*This poem has some punctuation that helps us read it, knowing when to stop or pause.*

Invite children to chorally read with expressive phrasing.

**Letter-Sound Awareness and Phonics:**

*One strategy you can use to read and write unfamiliar words is looking or listening for parts of words that you already know.*

*You all know how to read and write the high frequency word “see.”*

*Write it on your hand.*

*Now listen as I say two words.*

Say “dirt” and “seed.”

*Which word has a part that you know?*

*“Seed” starts with the sounds in the word “see!”*

*You also know what letter makes the last sound in “seed.”*

*Now you can read and write “seed.”*

Invite children to find “seed” in the song or to write it on the whiteboard.

**Word Recognition:**

*“Are” is a new high frequency word in this poem.*

*It sounds just like the letter “r.”*

*Instead of using just the letter “r” to spell this word, we spell it “a-r-e.”*

<b>Extensions</b>	<p>Whiteboard practice: Dictate simple sentences and emphasize intonation to help children include the correct ending punctuation. For example: Is that a cat? I wish I had a fish! He will dig. That is a big ship! Children write each full sentence, using knowledge of high frequency words, CVC spelling, and punctuation marks. Then they practice reading the sentences fluently to a partner.</p>
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## A Seed Needs

I see you are a seed!  
Please tell me what you need.

First I need dirt to grow,  
Then I need the sun to glow.

Water to make me wet,  
Air for my leaves to get.

Room for my roots to spread  
Into my soil bed.

After a while you will see,  
A plant I shall be!

