



**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>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**