

Dancing Rainbows: A Pueblo Boy's Story

<p>Grade Level: 3</p> <p>Character Education Focus: Respect</p> <p>Summary</p> <p>Students identify the main ideas illustrated in the story and provide supporting details from the story that show <i>respect</i> toward self, others, and non-humans. Students write a paragraph to illustrate how the Tewa Indians show <i>respect</i> toward others. Students participate in a service project to show <i>respect</i> for their school or community. (60 minutes)</p>	<p>Materials Needed</p> <p>Mott, E. C. (2003). Dancing rainbows: A pueblo boy's story. In J. Cooper & J. Pikulski, <i>Houghton Mifflin Reading: A Legacy of Literacy Grade 3</i> (pp. 209-229). Boston, MS: Houghton Mifflin.</p>
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Academic - Character Education Objectives

Students will:

1. Use the text to identify ways that the Tewa Indians show *respect* for people, animals, and Mother Earth.
2. Identify the main idea and supporting details from the story.
3. Write a paragraph with topic sentence and supporting details about how the Tewa Indians show *respect* to others.
4. Participate in a community service project to show *respect* for their community.

California English-Language Arts Standards Addressed

Reading

2.0 Reading Comprehension

- 2.5 Distinguish the main idea and supporting details in expository text.

Writing

1.0 Writing Strategies

- 1.1 Create a single paragraph:
 - a. Develop a topic sentence.
 - b. Include simple supporting facts and details.

Lesson Procedures

1. Review with students the meaning of "*respect*" defined as treating others the way you want to be treated. (Another useful definition of *respect* for others is being considerate and honoring the feelings, opinions, and property of others.)

2. Introduce the concept of *respect* as something that can be given to both humans and non-humans, such as animals, a country, flag, books, etc. Site examples from several cultures, i.e. Americans *respect* our flag by taking it down at sunset and not letting it hit the ground. Chinese show *respect* for their elders by bowing to them. Students read “Dancing Rainbows” with a partner.
3. Students work in cooperative learning groups of four students per group to determine and list the main ideas from the story.
4. As a whole group, students share with the class the main ideas that they found in the story.
5. Students and teacher engage in a conversation about one of the main ideas from the story, *respect* towards others.
6. Teacher reviews from the lesson introduction the concept that *respect* is something that can be shown to both human and non-humans.
7. Students use details from the story to write their own paragraph about how the Tewa Indians show *respect* to others. The paragraph includes a topic sentence with three or more details to support the topic sentence. Students may then share their paragraphs with another student from their cooperative group to help them edit it and then write a final copy.
8. Students share their final paragraphs with their cooperative group members out loud. Student volunteers share their paragraphs with the whole group. Give students the opportunity to share any thoughts or feelings they had about the story.

Academic – Character Education Assessment

Academic Assessment: Assess the student paragraphs for a topic sentence and sentences with supporting facts and details. Students can use the rubric below to assess the paragraphs during the small group reading. The group score as well as the teacher score could be shared with each writer.

Dancing Rainbows Writing Rubric

- 1- not present
 - 2- few or no examples
 - 3- average examples
 - 4- good usage or examples
 - 5- excellent usage or examples
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- | | |
|--|---|
| | Topic sentence |
| | Supporting details |
| | Correct use of capitals and end punctuation |
| | Correct spelling |
| | Addresses topic |
| | TOTAL possible points (25) |

Character Education Assessment: Observe how well the students were able to identify the ways the Tewa Indians showed *respect* toward others and their environment. To process their group work, ask the students to respond to this prompt: *How did you show respect to your classmates as you worked together?*

Reflective Journaling Prompts

- Explain why it is important for humans to show *respect* to our planet.
- The boy in the story has great *respect* for his grandfather. Describe a family member you *respect* and why you *respect* him or her.
- Give examples of how you can show *respect* for: your parents, your brothers and sisters, teacher, principal, librarian, neighbors, classmates, environment, country.

Extensions and Variations

- As a Service-Learning activity, students can participate in a school-sponsored clean-up day. This reinforces the concept of showing *respect* for property. As part of the Service-Learning activity, students can write a reflection in their journals about their experience participating in the clean-up project.
- Have students demonstrate their *respect* for a community member or someone outside their family. Make ribbons for students to place on a bulletin board titled: We are respectful! Students will write the way they showed *respect* on the ribbon and place it on the board.

Teacher Notes or References

I like to show pictures by Bev Doolittle that depict the *respect* Native Americans have for nature. These pictures can peak the students interest when studying Native Americans.

Based on a lesson by Jenny Watson
Edited by Mary Wilson