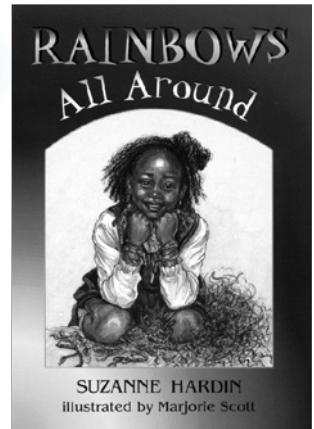


Rainbows All Around

by Suzanne Hardin

illustrated by Marjorie Scott



Book Summary

Bailey feels left out. Her friends have a new club, and she's not invited. But Bailey has an idea – she makes friendship bracelets for everyone in the class. Now, nobody feels left out.

Features of the Book

- Similes – *Fall leaves floated down like snowflakes; They sounded like bees buzzing in a hive*
- Compound words – *snowflakes, backpack, sunlight, teardrop, classmates, bedtime, basketball, rainbow*
- Descriptive language
- Instructional language within the narrative
- A sequence of steps, with diagrams
- The use of direct speech

Purpose

Rainbows All Around can be used to introduce and reinforce the following skills:

- **S** relating the content of a book to students' own experiences;
- **S** identifying a problem and predicting outcomes;
- **S** exploring characterization;
- **S** interpreting and analyzing characters' feelings and relationships;
- **S** discussing compound words;
- **S** studying similes;
- **S** reading and following instructions.

The Guided Reading Lesson

- **S** Relating the content of a book to students' own experiences
- **S** Identifying a problem and predicting outcomes
- **S** Exploring characterization
- **S** Interpreting and analyzing characters' feelings and relationships
- **S** Discussing compound words

Introducing the text

Before discussing the book, ask the students who they play with at recess, walk home with, or catch the bus with.

- *Can you remember a time when you had no one to play with?*
- *How did you feel? What did you do? How do you feel when you see someone else left out?*

Introduce the book and look at the cover and title together.

- *How would you describe this character? What is she sitting on? What is she wearing around her wrists and neck?*
- *Look at the title. What do rainbows suggest to you? Can you predict what the story is going to be about?*

Accept contributions from the group and briefly discuss each other's opinions.

Write the compound word "bedtime" on the board.

- *What do you notice about this word?*
- *Can you find a compound word on page three?*
- *Do you know any other compound words?*

Reading and discussing the text

Ask the students to read chapters 1 and 2. Set a purpose for the reading, such as:

- When you've finished reading, consider how you would feel if you were Bailey and think of three things that you might do if you were in her situation.

Discuss the students' responses about Bailey feeling left out and what she might do.

- What have we learned about Bailey in the first two chapters?

❖ Write Bailey's name as a heading. Record the students' contributions on a chart as quick sketches or as a list, for example:

Bailey

- likes to makes things
- buses to school
- likes jumping rope.

Ask the group to read the rest of the book independently.

- As you read, think about the new things that you have found out about Bailey. Make a list of them after you finish reading.

Following the reading, you can use these questions to develop higher-order thinking skills:

- How did you feel at the end of the story?
- Do you think the story could have happened in real life?
- Where do you think the writer got her ideas from?
- Which part of the story did you like best? Discuss it with a partner.
- How would you describe the relationship between Bailey and Erika?
- What sort of person is Erika? Which parts of the text support your opinion?

Revisit pages 24 and 25. Note with the students that Bailey was surprised.

- What do these parts of the text tell you about Bailey as a person? What was going through her mind?

Revisiting the Text

The suggested activities below can be used immediately after the guided reading lesson if appropriate or could be taken as a mini-lesson at a later time.

S Studying similes

Refer the students to the cover of the book.

- Why do you think the book is called Rainbows All Around? (A possible response might be because the threads of the yarn are different colors.)
- Can you find where the word "rainbow" or "rainbows" is used in the text? (pages 13 and 31)

Discuss the example on page 13 and ask the students if they know the name for a phrase that refers to something being "like" something else. Introduce the term "simile" if they are not already familiar with it. Ask them to revisit the text to find other examples of similes. (pages 3, 6, 8, and 13)

❖ Ask the students to make up their own simile about a rainbow. They could write and illustrate the simile. Make these into a rainbow book for others to read.

S Reading and following instructions

Refer to page 14. Ask the students to find the part where Erika tells Bailey how to make the bracelet. Ask them to find the corresponding instructions and diagrams on the back page. Discuss why the instructions are brief and precise.

❖ The students could write instructions on how to make a bead necklace. Remind them of the need to have an accurate and clear set of steps. They could use the blackline master on page 74 to record the steps in the process. They could then try out their instructions on each other.

