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Culturally Authentic and Responsive Texts—Grade 2

This sample includes the following:

- Management Guide Cover** (1 page)
- Management Guide Table of Contents** (1 page)
- Collection Components** (2 pages)
- Teaching a Lesson** (2 pages)
- CLR Toolbox Checklist** (2 pages)
- Lesson Plan** (15 pages)
- Reader Sample** (15 pages)

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Culturally Authentic and Responsive Texts

A Collection Curated by
Dr. Sharroky Hollie

Management Guide

Grade

2

Table of Contents

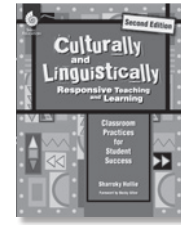
Welcome	4
Overview of Cultural and Linguistic Responsiveness (CLR)	
Cultural Authenticity and Responsiveness	5
Evaluating the Cultural Authenticity of Texts	9
The CLR Formula for Success	12
Literacy Best Practices	
Flexible Support for a Balanced Literacy Model.....	13
Discussion and Response Protocols	16
Comprehension Strategies for Literature and Informational Texts	27
How to Use This Collection	
Collection Components.....	31
Teaching a Lesson.....	33
Standards Correlations	
Introduction to Standards Correlations.....	35
Correlation to Standards.....	36
Appendixes	
Appendix A: Responsive Dots	38
Appendix B: CLR Toolbox Checklist	39
Appendix C: Rings of Culture Introductory Lesson	41
Appendix D: My Rings of Culture	43
Appendix E: Digital Resources	44
References Cited	46

Collection Components

The following components are included in this collection:

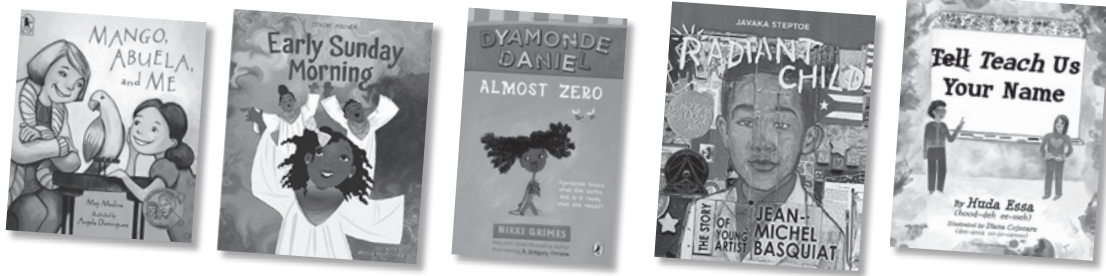
Professional Development Resource

Culturally and Linguistically Responsive Teaching and Learning, Second Edition is included to provide a complete introduction to CLR.



Interactive Read-Aloud Texts and Lessons

Five lesson plans with one copy of each culturally authentic title



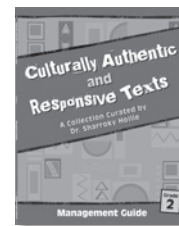
Shared Reading Texts and Lessons

Five lesson plans with six copies of each nonfiction title



Management Guide

Easy-to-use teacher resource supports best practices in culturally and linguistically responsive instruction and literacy instruction



Digital Resources

Digital resources may be accessed through the Teacher Created Materials website (see page 44). The following digital resources are provided to support instruction:

- eBooks of titles published by Teacher Created Materials
- audiobooks of titles published by Teacher Created Materials
- student activity pages
- discussion rubrics

Collection Components *(cont.)*

About the Books

The following texts are included in this collection. For a complete overview of each title, including CLR themes addressed, see the first page of each lesson.

Lexile® levels and Fountas and Pinnell Guided Reading Levels are listed below for reference only. The titles provided in this collection are not meant to match students' independent reading levels. The lessons are designed for teachers to lead students in modeled and shared reading activities with the books.

Title	Responsiveness Level	Lexile® Level	Guided Reading* Level
Literature			
<i>Almost Zero: A Dyamonde Daniel Book</i>	Culturally Authentic	630L	P
<i>Early Sunday Morning</i>	Culturally Authentic	N/A	N/A
<i>Mango, Abuela, and Me</i>	Culturally Authentic	AD560L	M
<i>Radiant Child: The Story of Young Artist Jean-Michel Basquiat</i>	Culturally Authentic	1050L	T
<i>Teach Us Your Name</i>	Culturally Authentic	N/A	N/A
Informational Texts			
<i>César Chávez: Protecting Farm Workers</i>	Culturally Generic	450L	O
<i>Fantastic Kids: George Washington Carver</i>	Culturally Generic	570L	P
<i>Make It: Henna Designs</i>	Culturally Generic	540L	Q
<i>Mohandas Gandhi</i>	Culturally Generic	740L	U
<i>Wilma Rudolph: Against All Odds</i>	Culturally Generic	500L	N

*These titles have been officially leveled using the F&P Text Level Gradient™ Leveling System.

Teaching a Lesson

Overview

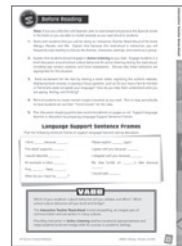
The overview page includes learning objectives, a completed Rings of Culture diagram, and a list of CLR themes addressed in the title. **(Note:** Only the Rings of Culture of focus are identified in the lesson.)



Before Reading



Students are engaged in activities to access prior knowledge and build excitement for the book. Vocabulary activities focus on either Tier II or Tier III vocabulary terms.



During Reading



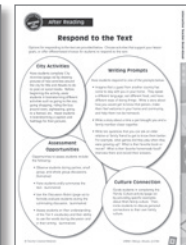
Teachers implement literacy and discussion protocols that focus on validating and affirming cultural behaviors and building and bridging toward school-culture norms.



After Reading

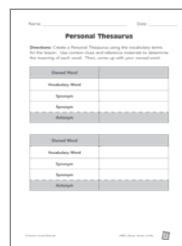


Students are able to synthesize their learning through a culminating discussion and multiple options for responding to the text, including writing prompts and comprehension activities.



Student Activity Sheets

Literacy and VABB objectives are supported with vocabulary activities, comprehension activities, and Culture Connections.



Assessment

Suggestions for informal assessment as well as a discussion rubric are provided for assessing student progress toward lesson objectives.



Teaching a Lesson *(cont.)*

Instructional Settings and Lesson Pacing

The books provided in this collection vary in length, so instructional time will also vary. The books and lessons need not be taught in any particular order and can be used throughout the school year to support instruction within the standards and/or units of study.

Pacing Suggestions for Interactive Read-Aloud Lessons

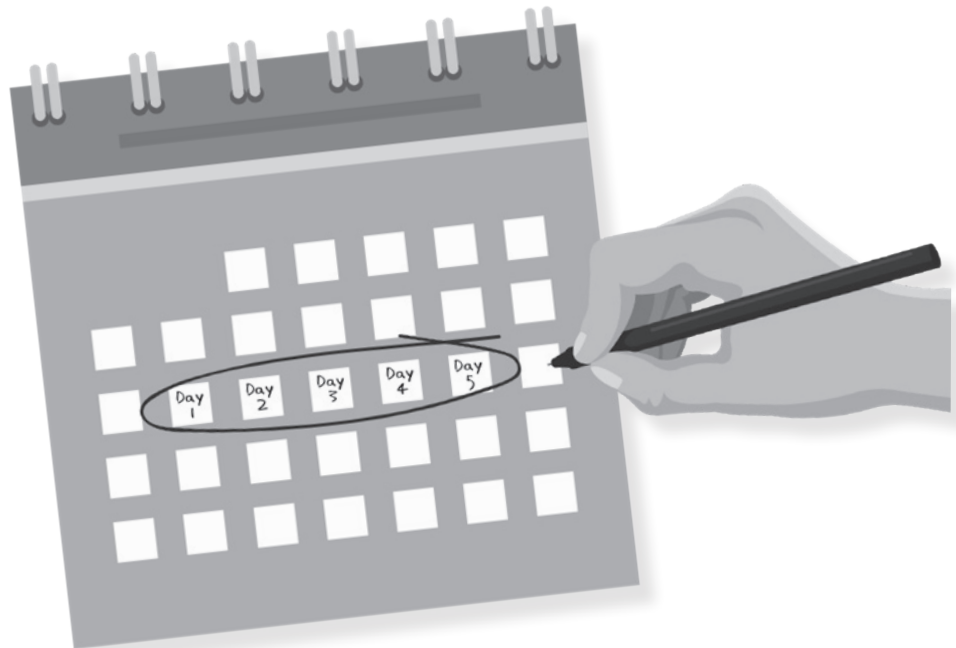
In his book *In Defense of Read-Aloud* (2015), Steven L. Layne offers the following tips for successful planning and pacing of read-aloud instructional time for longer books:

- Take time to launch the read-aloud to ensure that students are fully engaged. When beginning a book, you might have a longer read-aloud session or read multiple times throughout the day. Once students are hooked, a routine of reading aloud 10–20 minutes per day can be established.
- Be mindful of when you begin a read-aloud. Do not start a book on a Friday or just before a school vacation.
- After launching a read-aloud book, keep the momentum going. Set a regular reading schedule that students can depend on. Avoid canceling read-aloud time.

Pacing Suggestions for Shared Reading Lessons

The following pacing suggestion spans five instructional days and requires approximately 30–45 minutes per day.

Day 1	Day 2	Day 3	Day 4	Day 5
Before Reading Activity and Personal Dictionary	During Reading Activity	During Reading Activity	Response to Text Activities	Culminating Discussion and Assessment



CLR Toolbox Checklist

Use the checklist to keep track of the CLR activities you use in your classroom and/or identify activities to add to your teaching repertoire. This list is not exhaustive but provides a foundation for building your toolbox. The activities are organized by each of the four CLR Instructional Areas—*classroom management*, *academic vocabulary*, *academic literacy*, and *academic language*, and then divided into three levels—**basic** (minimal planning), **advanced** (intentional planning), and **premium** (involved planning).

Activities that involve movement are noted with (M). Traditional activities are noted with (T). All noted page numbers or chapters refer to *Culturally and Linguistically Responsive Teaching and Learning, Second Edition*, provided as part of this collection. Not all of the listed activities are described or implemented in this resource.

Classroom Management	Classroom Management	Academic Literacy
Attention Signals	Discussion Protocols	Read-Alouds
<p>Traditional (examples)</p> <input type="checkbox"/> Countdown (5, 4, 3, 2, 1) <input type="checkbox"/> Lights Off and On <input type="checkbox"/> Hands Raised	<p>Basic</p> <input type="checkbox"/> Partner Share <input type="checkbox"/> Round Robin <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Turn and Talk	<p>Basic</p> <input type="checkbox"/> Buddy Reading <input type="checkbox"/> Choral Reading <input type="checkbox"/> Echo Reading <input type="checkbox"/> Fill in the Blank Reading <input type="checkbox"/> Teacher Read-Aloud (T)
<p>Call and Response (pages 242–243)</p> <input type="checkbox"/> Listen-Up <input type="checkbox"/> Bring It—Back <input type="checkbox"/> When I Move You Move—Just Like That <input type="checkbox"/> Repeating Hand Claps/Beats	<p>Advanced</p> <input type="checkbox"/> Corners (M) <input type="checkbox"/> Give One/Get One (M) <input type="checkbox"/> I Got This! <input type="checkbox"/> Campfire Discussion <input type="checkbox"/> Find Somebody Who... (M) <input type="checkbox"/> Huddle (M) <input type="checkbox"/> Musical Shares (M) <input type="checkbox"/> Numbered Heads <input type="checkbox"/> Merry-Go-Round <input type="checkbox"/> One-Three-Six (M) <input type="checkbox"/> Post Your Thoughts <input type="checkbox"/> Silent Appointment (M) <input type="checkbox"/> Snowballs (M) <input type="checkbox"/> Tea Party/Meet 'n' Greet (M) <input type="checkbox"/> Thinking on Feet (M) <input type="checkbox"/> Who's the Stray? (M) <input type="checkbox"/> Put Your Two Cents In	<p>Advanced</p> <input type="checkbox"/> Jump-In Reading <input type="checkbox"/> Train Reading—Proficient Readers Only (T)
Response Protocols		Premium
<p>Basic</p> <input type="checkbox"/> Moment of Silence (T) <input type="checkbox"/> Pick a Stick <input type="checkbox"/> Raise a Hand (T) <input type="checkbox"/> Train/Pass It On <input type="checkbox"/> Thumbs-Up/Down <input type="checkbox"/> Whip Around	<p>Premium</p> <input type="checkbox"/> Answer Chairs (M) <input type="checkbox"/> Carousel Brainstorm (M) <input type="checkbox"/> Fishbowl <input type="checkbox"/> Graffiti Talk (M) <input type="checkbox"/> Inner-Outer Circle (M) <input type="checkbox"/> Yesterday's Headlines <input type="checkbox"/> Send a Problem <input type="checkbox"/> Silent Conversations <input type="checkbox"/> Stop and Scribble (M) <input type="checkbox"/> Turning Wheels (M)	<input type="checkbox"/> Fade In/Fade Out <input type="checkbox"/> Radio Reading <input type="checkbox"/> Tag Reading (M)

CLR Toolbox Checklist *(cont.)*

Academic Literacy	Academic Vocabulary	Academic Language
Literacy Strategies	Introducing Words	
<p style="text-align: center;">Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Drawing Conclusions <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> It Says, I Say, and So <input type="checkbox"/> K-W-L Charts <input type="checkbox"/> Picture the Feeling <input type="checkbox"/> Picture Walk <input type="checkbox"/> Retelling <input type="checkbox"/> Save the Last Word for Me <input type="checkbox"/> Three Things 	<p style="text-align: center;">Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cloze Activity <input type="checkbox"/> Tiering Words (Chapter 5) <input type="checkbox"/> Vocabulary Slides <input type="checkbox"/> Word Splash 	<p style="text-align: center;">Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> #BeYou Moments <input type="checkbox"/> Home Language or School Language? <input type="checkbox"/> Linguistic Feature Match
<p style="text-align: center;">Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anticipation Reaction Guide <input type="checkbox"/> Chalk Talk <input type="checkbox"/> Hot Seat <input type="checkbox"/> Mindstreaming <input type="checkbox"/> Reading Tea Party (M) <input type="checkbox"/> Say Something <input type="checkbox"/> Sixty-Second Radio Spot <input type="checkbox"/> Story Maps <input type="checkbox"/> Team-Pair-Solo 	<p style="text-align: center;">Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> Affix Organizer <input type="checkbox"/> Line Up/Shades of Meaning <input type="checkbox"/> Personal Dictionary <input type="checkbox"/> Personal Thesaurus <input type="checkbox"/> Synonym Shout Out 	<p style="text-align: center;">Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> Code Switching/Contrastive Analysis (Chapter 11) <input type="checkbox"/> Identify the Feature <input type="checkbox"/> Linguistic Feature Tic-Tac-Toe <input type="checkbox"/> Linguistic Feature Tea Party (M) <input type="checkbox"/> Sentence Lifting
<p style="text-align: center;">Premium</p> <ul style="list-style-type: none"> <input type="checkbox"/> I-Chart <input type="checkbox"/> Language Experience Approach <input type="checkbox"/> Logographics <input type="checkbox"/> Quiz-Quiz-Trade <input type="checkbox"/> Sketch to Stretch <input type="checkbox"/> Reader's Theater <input type="checkbox"/> Six-Color Thinking <input type="checkbox"/> 10 Questions 	<p style="text-align: center;">Practice/Reinforcement</p>	<p style="text-align: center;">Premium</p> <ul style="list-style-type: none"> <input type="checkbox"/> Linguistic Feature Jeopardy <input type="checkbox"/> Peer Conferencing Academic Language <input type="checkbox"/> Reverse Code Switching
	<p style="text-align: center;">Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> And the Question Is? <input type="checkbox"/> Cloudy or Clear <input type="checkbox"/> Example/Non-Example Organizer <input type="checkbox"/> Memory Match 	
	<p style="text-align: center;">Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> A Wordy Conversation <input type="checkbox"/> Hot Seat <input type="checkbox"/> Snowballs (M) <input type="checkbox"/> Talk a Mile a Minute 	
	<p style="text-align: center;">Premium</p> <ul style="list-style-type: none"> <input type="checkbox"/> Indisputable or Refutable? <input type="checkbox"/> Jeopardy <input type="checkbox"/> Loopy <input type="checkbox"/> Shabooya Roll Call 	

Culturally Authentic and Responsive Texts

A Collection Curated by Dr. Sharroky Hollie

Shared Reading Lesson

Make It: Henna Designs

By Georgia Beth

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Make It: Henna Designs

Objectives

- Read and comprehend informational text fluently and accurately.
- Participate in collaborative discussions with classmates by asking questions to clarify comprehension and making comments to build on others' ideas.
- Determine or clarify the meaning of grade-appropriate general academic and domain-specific vocabulary words or phrases.
- **Validate and Affirm** home culture and language, and **Build and Bridge** to success in school culture and mainstream society (VABB).

Set additional objectives based on the discussion and response activities selected.

Materials

- *Make It: Henna Designs* books
- beanbag or small object (optional)
- copies of student activity sheets and rubric (pages 10–14)

Responsive Dots Analysis: Culturally Generic
Genre: Informational
Text Structure: Description
Lexile®: 540L
Guided Reading Level: Q

Focus Rings of Culture

national
Egypt/India

CLR Themes

Culture: Shows examples of how henna is used across different cultures

Art: Describes the art and creativity used in henna designs

Symbolism: Explains various forms of symbolism that are expressed through henna



Before Reading

1. Tell students that you will be doing a shared reading of the book *Make It: Henna Designs*. Display the book and read aloud the summary on the back cover.
2. Explain that students will have many opportunities for collaboration as you explore the book together. The opportunities for discussion will focus on shared goals for understanding the text.
3. Build excitement for the text by engaging students in a discussion about one of the CLR themes discussed in the text (page 2). Pose a question for students to explore such as, *How do you use art to express yourself?*
4. Plan discussion stopping points (see recommendations on page 7). Support language learners in discussion by preparing Language Support Sentence Frames. Highlight and model the use of these frames.

Language Support Sentence Frames

Post the following sentence frames to support language learners during discussion.

I think _____ because _____.

Please explain _____ again.

This detail supports _____.

I agree with you because _____.

I would describe _____.

I disagree with you because _____.

An example is when _____.

My idea builds on _____'s idea because _____.

First, _____. Next, _____.

I would add _____.

What do you mean by _____?

VABB

The **Discussion and Response** protocols highlighted in this lesson strategically validate and affirm students' cultural behaviors and build and bridge to school-culture behaviors.



Before Reading


Personal Dictionary

Have students complete the *Personal Dictionary Brainstorming Map* (page 10) and the *Personal Dictionary* (page 11) with the following Tier III vocabulary terms from the text. Complete this activity before reading the book.

Tier III Vocabulary

henna (page 4)	symbol (page 12)
dyes (page 4)	custom (page 14)
Prophet (page 6)	abstract (page 18)
natives (page 8)	symmetrical (page 18)

1. Display the *Personal Dictionary Brainstorming Map* and model its use by writing the vocabulary term *henna* in the center. Read aloud the sentence from the text to provide context for the word. Brainstorm multiple connections, illustrations, and definitions for the academic term.
2. Model how to complete a Personal Dictionary entry using the *Personal Dictionary* with the term *henna*. Provide students with personal definition starters: *It is a thing that...* *It was a time when...* *It is a place where...*

<p>Academic Term:</p> <p><i>henna</i></p>	<p>Personal Illustration:</p> 
<p>Personal Connection:</p> <p><i>My friend had a <u>henna</u> artist at her birthday party.</i></p>	<p>Personal Definition:</p> <p><i>Henna is a type of art that is drawn on a person's body.</i></p>

3. Distribute a *Personal Dictionary Brainstorming Map* to each student. Have students fill in the map with a different word from the vocabulary list. Use response protocol **Shout Out** by inviting students to shout out one word to share any background knowledge they have for each vocabulary word.
4. Distribute copies of *Personal Dictionary* to each student, or have students add additional Personal Dictionary entries to their journals independently. Encourage students to revise and edit their definitions as they continue to build their knowledge of the terms.

VABB

Which of your students' cultural behaviors will you validate and affirm? Which school-culture behaviors will you build and bridge?

Personal Dictionary builds and bridges to preciseness with time and linear, singular-focus cultural behaviors.

Shout Out validates and affirms spontaneity and verbal overlap.



During Reading

Shared Reading

Plan to conduct multiple readings of the text over several days. Choose from the protocols below to engage students in shared reading. Pause to have students discuss the questions provided on page 7 at the suggested stopping points. Use a variety of discussion and response protocols as well as the Language Support Sentence Frames on page 3 to support students' comprehension of the text. Depending on lesson objectives, select comprehension skills of focus and conduct strategy mini-lessons during reading, as needed.

VA Validate & Affirm Jump-In Reading

Choose a student to begin reading. After a sentence or paragraph break, another student should jump in and begin reading. Students may stop and have a moment of silence, which allows students to stop, think, and reflect on what was just read. If two or more students jump in at the same time, one student should defer to the other.

VA Validate & Affirm Choral Reading

Lead students as they read the text aloud in unison with you. If possible, fade out your voice as the students continue.

BB Build & Bridge Independent Reading

Provide students the opportunity to reread the text independently or with partners.

VABB

Which of your students' cultural behaviors will you validate and affirm? Which school-culture behaviors will you build and bridge?

Jump-In Reading validates and affirms spontaneity, verbal overlap, and cooperative cultural behaviors.

Choral Reading validates and affirms musicality, cooperative cultural behaviors, and language variety.

IS IT AUTHENTIC?

Analyzing Cultural Responsiveness

When reading nonfiction texts, it is important for students to analyze the texts and identify any cultural bias. Have students explore the following questions:

- Does the text show the culture(s) in a negative or false way?
- Are the facts true? Do they match with what you already know?
- Does the information in the text reflect the culture(s) today?
- What can be added or changed to help readers better understand true facts about the culture(s)?



During Reading

Discussion and Response Protocols

Use discussion and response protocols to engage students in responding to the discussion questions. Possible responses to these questions can be found on page 15. Use the *Discussion Rubric* on page 14 to set expectations for students' listening and speaking skills.

VA Validate & Affirm Three-Step Interview

Have students pair up and interview their partners by asking them a question (two to three minutes). Have partners reverse roles. Repeat this protocol by having students pair up with different classmates and respond to a different question. Use **Pass It On** to have students share a response with the class.

VA Validate & Affirm Pass It On

Have students call on one another to respond to a question, passing an object such as a beanbag to identify the speaker. Instruct students to call on a variety of people in the classroom. Students may "pass" on a question by calling on another student to help them respond. Remind students that if they "pass," the beanbag will eventually return to them, so they need to be prepared to contribute the next time around.

VABB

Which of your students' cultural behaviors will you validate and affirm? Which school-culture behaviors will you build and bridge?

Three-Step Interview validates and affirms sociocentrism and cooperative cultural behaviors.

Pass It On validates and affirms spontaneity; builds and bridges to turn-taking and accountability.



Discussion and Response Protocols *(cont.)*

Discussion Questions



Remembering

After page 4: What do henna artists do with henna plants? (**monitor comprehension**)

After page 10: Look at the designs. What shapes or patterns did the artist use? (**use evidence**)

After page 14: Why is henna used at weddings? (**monitor comprehension**)

After page 20: What materials are used to make henna paste? (**monitor comprehension**)

After page 21: What type of tools can be used to apply henna? (**monitor comprehension**)

After page 22: Why does the author recommend practicing by drawing on a banana peel before trying it on your skin? (**monitor comprehension**)

After page 23: What does *trendy* mean? (**determine meaning; use evidence**)

After page 25: Observe the picture. What do you notice about the henna art? (**monitor comprehension**)



Understanding

After front cover: Have you seen a henna tattoo before? What was the design? (**personal connection**)

After page 4: What do you think is happening in the first paragraph? (**infer**)

After page 18: If you were to try henna, what shape or symbol would you choose? (**personal connection**)

After page 18: Henna designs are often symmetrical. What else is symmetrical? (**synthesize**)

After page 22: Explain the steps you should follow before drawing on your skin with henna. (**synthesize**)

After page 24: Describe how henna paste changes as it dries. (**use evidence**)



After Reading

Culminating Discussion

After students have had several opportunities to explore the text (through shared and independent reading), engage them in a culminating discussion using the following discussion and response protocols and analyzing and evaluating questions. Use the *Discussion Rubric* on page 14 to formally evaluate students.

VA Validate & Affirm **One-Three-Six**

Have each student write a response to a question on a sheet of paper. Have students move into groups of three to share their responses, creating lists of ideas. Then, have two groups of three combine, creating a new group of six. Have students continue to share their ideas and add to their lists.

VA Validate & Affirm **Thumbs Up/Thumbs Down**

Call on a student to share an idea from the **One-Three-Six** discussion. Then, have students show thumbs-up or thumbs-down to share their agreement or disagreement. Call on a few students to justify their responses.

VABB

Which of your students' cultural behaviors will you validate and affirm?
Which school-culture behaviors will you build and bridge?

One-Three-Six validates and affirms sociocentric, cooperative, and relational cultural behaviors.

Thumbs Up/Thumbs Down validates and affirms spontaneity.



Analyzing

1. What is the author's purpose for writing this book? (**synthesize**)
2. What are two reasons that people may get henna tattoos? (**synthesize**)
3. How is henna different than a permanent tattoo? (**synthesize**)
4. What are some other ways that you could use plants to make art? (**synthesize**)



Evaluating

5. In your opinion, what makes henna beautiful? (**evaluate details**)
6. What kind of art do you have in your culture? What does it mean or symbolize? (**personal connection**)
7. How can you design a symbol for love, joy, and hope? How does your culture celebrate these symbols? (**create images; personal connection**)
8. What are some symbols that you can find in your classroom and school? Describe what you think they mean. (**determine meaning**)



Respond to the Text

Options for responding to the text are provided below. Choose activities that support your lesson goals, or offer differentiated choices for students to respond to the text.

How to Draw Henna Book

Have students complete the *How to Draw Henna Book* activity (page 12) to create a mini flip-book that explains how to draw with henna.

Writing Prompts

Have students respond to one of the prompts below.

- Think of an event that happened to you this year. Did you join a new sport? Did you celebrate a birthday? Did you start going to a new school? Write a story about this event. Think of a symbol to show this event, and create a henna design to represent it.
- Reread pages 6–9 in the book. Research other cultures that use henna. Describe how art is connected to culture and history.

Assessment Opportunities

Opportunities to assess students include the following:

- Observe students during partner, small-group, and whole-group discussions. (formative)
- Have students orally summarize the text. (summative)
- Use the *Discussion Rubric* (page 14) to formally evaluate students during the culminating discussion. (summative)
- Assess students on their understanding of the Tier III vocabulary and their ability to use the words during discussion and in their writing. (summative)

Culture Connection

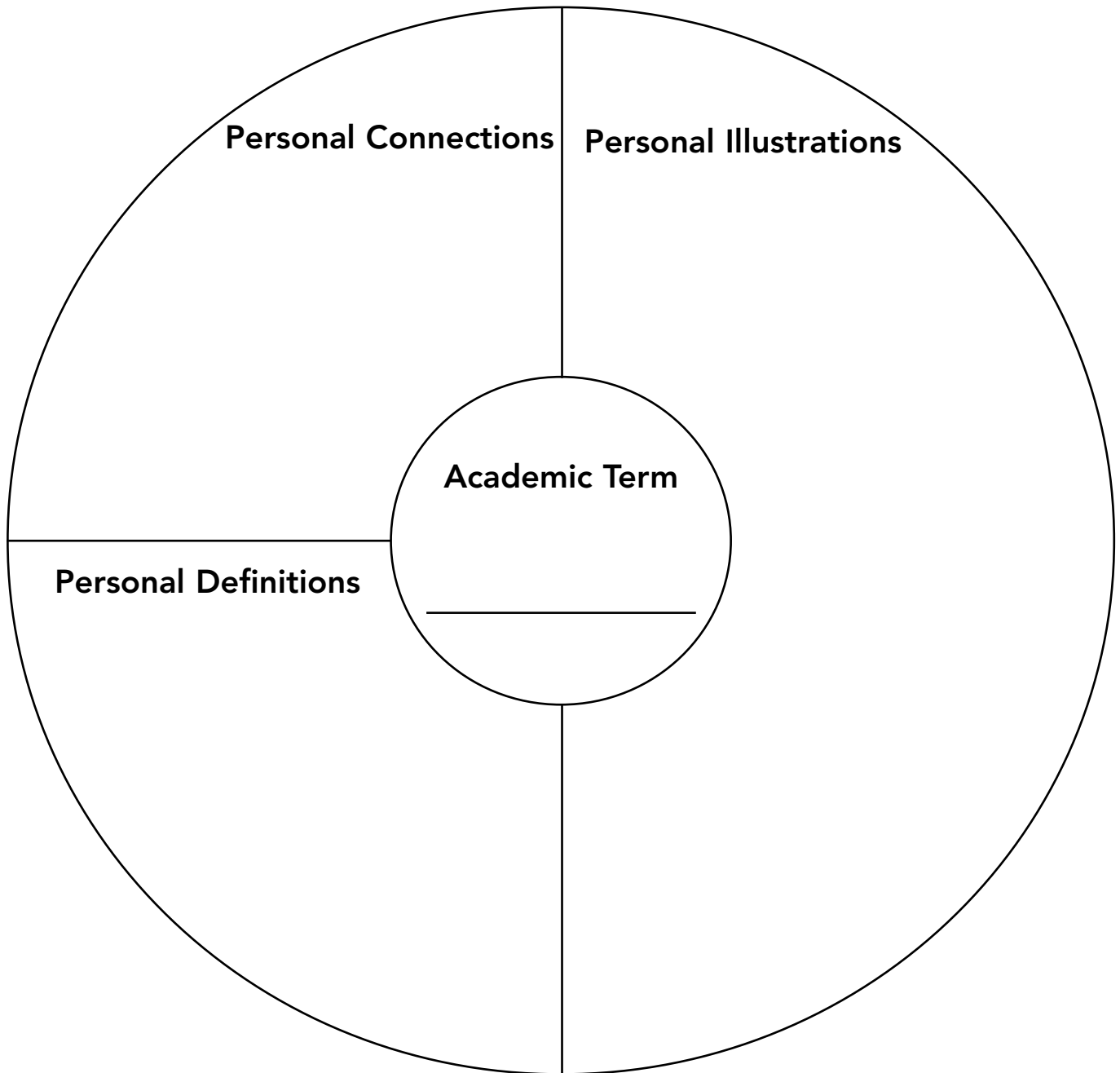
Henna is a traditional art form in Indian and Egyptian culture. Have students complete the *Cultural Art* activity (page 13) to explore art forms in their home cultures.

Name: _____

Date: _____

Personal Dictionary Brainstorming Map

Directions: Brainstorm personal connections, illustrations, and definitions for the academic term. Circle your best connection, illustration, and definition to record in your Personal Dictionary.



Name: _____

Date: _____

Personal Dictionary

Directions: Create a Personal Dictionary using the vocabulary terms for the lesson.

Academic Term:	Personal Illustration:
Personal Connection:	Personal Definition:

Academic Term:	Personal Illustration:
Personal Connection:	Personal Definition:

Name: _____

Date: _____

How to Draw Henna Book

Directions: Think about the steps to drawing henna art. In each box, describe what needs to happen *first*, *next*, *then*, and *last*. Then, cut out each box and staple them into a book. Make a cover using a separate sheet of paper.

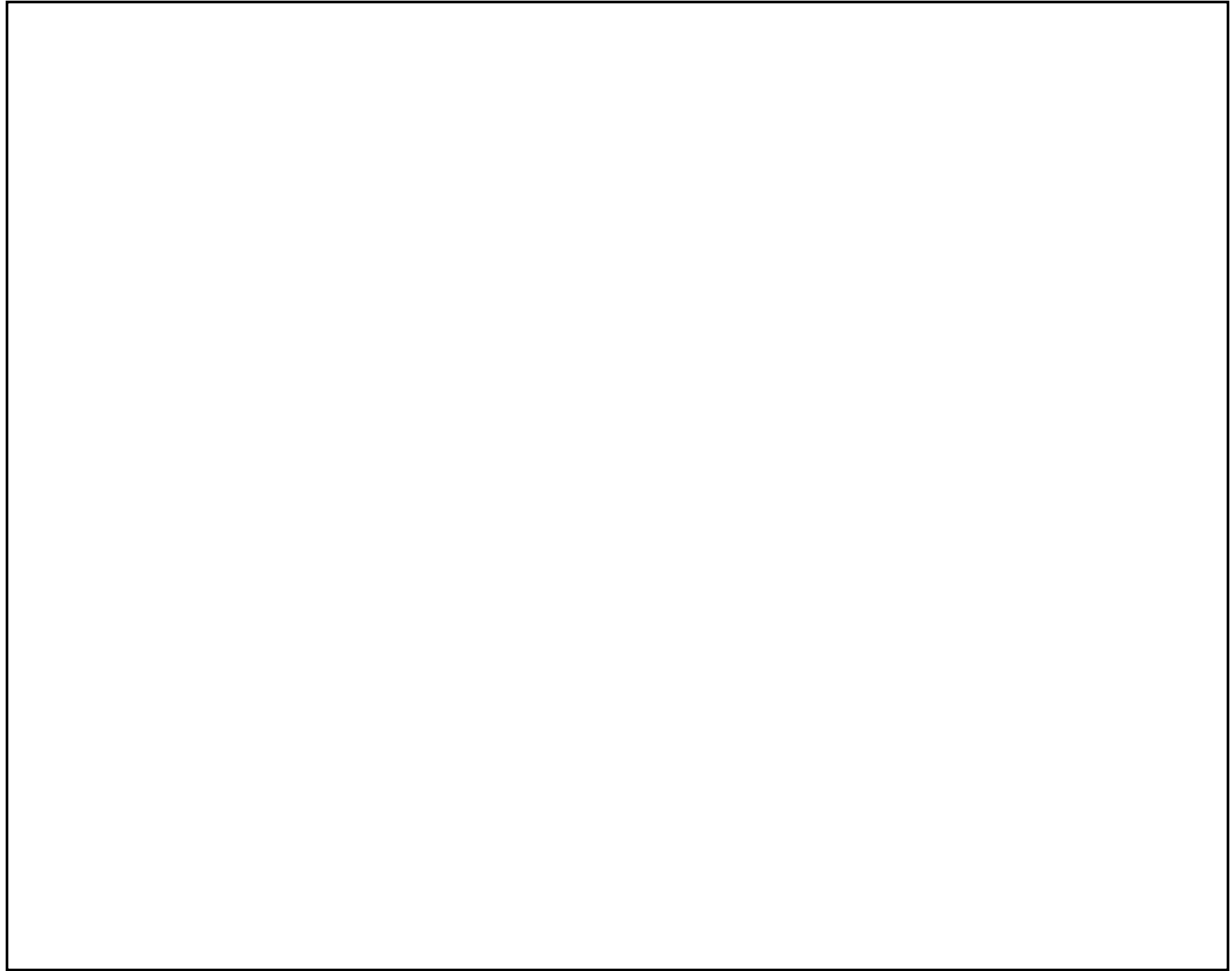
<p>Next</p>	<p>Last</p>
<p>First</p>	<p>Then</p>

Name: _____

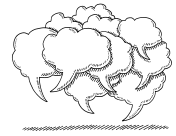
Date: _____

Cultural Art

Directions: Research a traditional art form in your heritage. Draw a picture and write about the art.



Discussion Rubric



	Active Listening	Active Speaking	Active Responding	
4 Exceeds	Follows discussion protocol and carries out assigned role consistently	Shares inferences, ideas, and opinions by referencing multiple details from the text accurately and consistently	Asks questions frequently about what a speaker says to understand or clarify meaning, gather additional information, and deepen understanding	Makes connections consistently between own comments and responses shared by peers
3 Meets	Follows discussion protocol and carries out assigned role during most of the discussion	Shares inferences, ideas, and opinions by referencing multiple details from the text during most of the discussion	Asks questions about what a speaker says to understand or clarify meaning during most of the discussion	Makes connections between own comments and responses shared by peers during most of the discussion
2 Approaching	Follows discussion protocol and carries out assigned role inconsistently	Shares inferences, ideas, and opinions by referencing a few details with some accuracy	Asks some questions about what a speaker says to understand or clarify meaning	Makes some connections between own comments and responses shared by peers
1 Does Not Meet	Does not follow discussion protocol or carry out assigned role	Shares inferences, ideas, and opinions with little to no reference to the text	Asks a few questions about what a speaker says to understand or clarify meaning	Makes comments with no connection to responses shared by peers

Answer Key

Remembering Questions (page 7)

After page 4: Henna artists use the leaves of plants to create dyes.

After page 10: The artist used circles, diamonds, triangles, and semicircles. One pattern layers diamonds and triangles inside each other.

After page 14: Henna is used at weddings because this is a special day that is being celebrated. The henna designs are a way to wish the bride good luck.

After page 20: Henna paste is made with henna powder and water or by adding oil to fruit juice or tea leaves.

After page 21: Toothpicks, tape, or a henna cone are tools that can be used to apply henna.

After page 22: The author suggests practicing the henna design on a banana peel because it will be similar to drawing on skin and won't be a big deal if you make a mistake.

After page 23: *Trendy* means "popular and in style."

After page 25: Responses will vary but may include that the henna design looks green, the line is raised off the skin, and in some places it looks like it peeled off and is a darker brown color.

Understanding Questions (page 7)

After front cover: Responses will vary.

After page 4: People are celebrating a special occasion, possibly a wedding.

After page 18: Responses will vary.

After page 18: Answers will vary but may include snowflakes, butterflies, starfish, and airplanes.

After page 22: Before drawing on your skin, practice on paper and a banana.

After page 24: As henna paste dries, it changes from a greenish brown to orange as it flakes off the skin.

Analyzing and Evaluating Questions (page 8)

Answers will vary.

How to Draw Henna Book (page 12)

Answers will vary but may include: First, pick your design. Next, mix the henna powder. Then, practice drawing the design on a banana. Last, draw your design on your skin.



Make It

Henna Designs



Georgia Beth

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Table of Contents

The Art of Henna	4
A Long Tradition.....	6
Symbols of Hope	12
Make Your Own.....	16
Celebrate with Henna	26
Glossary	28



The Art of Henna

People gather. They clap. A man sings. Boys and girls grab treats from tables. Family and friends laugh. In the center of the party, a henna artist takes her place.

Henna artists use the leaves of henna plants to make **dyes**. They use the dyes to draw **designs** on people's bodies. Each shape has its own meaning.



Henna is made from a plant.



A henna artist draws a design.

Many Names

Henna has many names around the world. Here are a few examples:

- Arabic—*alhatta*
- Chinese—*tche kia hoa*
- Greek—*kypros*
- Hebrew—*bapar*
- Hindi—*henna*

A Long Tradition

Henna has been used for thousands of years. Its red paste helped people stay cool.

Cleopatra, the great queen of Egypt, used henna to paint her nails. The Prophet Mohammed dyed his beard with it. Many have used henna to stain their hands and feet.

Healing with Henna

People have used henna to fight illness. They think it relaxes, cools, and helps heal the body.



This man uses henna to stain his beard red.

Henna is an **ancient** art. There is a lot we do not know about it. But most people agree on some things. They think that henna was first used in Egypt. At some point, it was brought to India. From there, it spread around the world.

The Northern Way

Alaska Natives once tattooed their faces. Today, this art form is becoming popular again. Some young people use henna instead. Henna **fades** after a few days or weeks. That way, they can connect with the past without the design being permanent.



This girl's hands are painted with henna.

Henna artists use simple shapes like circles, squares, and lines. But they layer these shapes in different ways. Some artists make large designs with bold shapes. Some designs may have dots and wavy lines. Others look like lace or flowers.



What shapes do you see on this woman's arms?



Symbols of Hope

Henna is more than art. Every design is a **symbol**. Each shape can stand for love, joy, or hope.

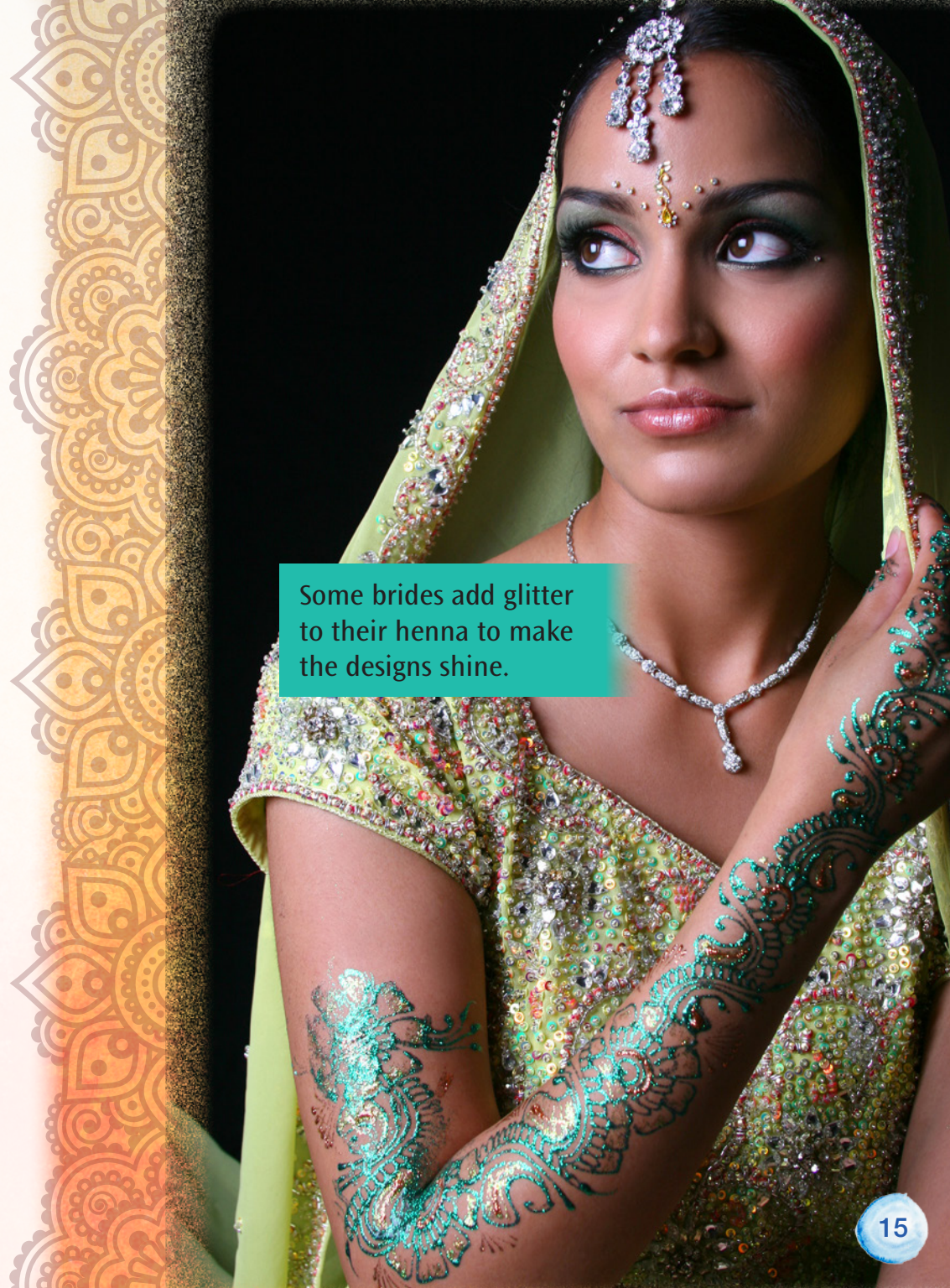
Henna is meant to bring good luck. Many people think the longer the color lasts, the longer the luck will hold. Some hope it will keep evil spirits away. Others wear it to bring good health. And everyone who wears it feels special.



Some people think this design (called a *hamsa*) will keep away evil spirits.

A wedding is a special day. It is a time for love, family, and friends. Henna is a prized part of this **custom** for many brides around the world.

Before the big day, the bride's friends throw her a party. There is music, food, and henna. An artist paints the bride's hands and feet. The artist might draw a shape for joy or wisdom. It is an old way to wish the bride good luck.



Some brides add glitter to their henna to make the designs shine.

Make Your Own

Do you want to try henna? The first step is to choose a design. It helps to pick one that will remind you why you wanted henna to begin with.

You might want to make your own henna symbols. Do you have a new baby sister? You might draw a heart. This can be a strong symbol of family. Are you starting a new grade? Maybe draw a lion. It can be a symbol of courage.

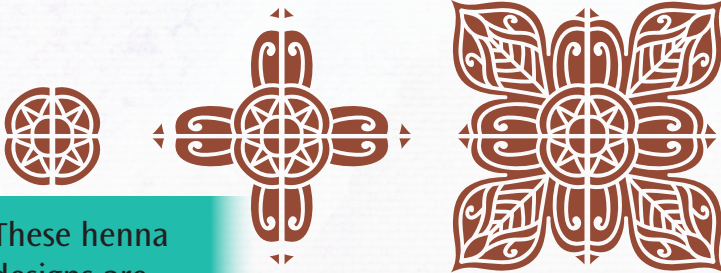


This girl had flowers painted on her hands for a wedding.

Abstract Art

Many henna designs are made of lines that form **patterns**. They are often symmetrical. This means that the right half looks like the left half. Or the top half looks like the bottom.

To keep your designs balanced, start with a simple shape. Then, work out from the center. Add the same shapes to both sides. It might be hard at first. But keep practicing. Artists are always drawing new patterns!



These henna designs are symmetrical.



Blank Space

Henna artists can also make designs in the spaces where they do not draw. Or, they can draw half of a shape on one hand and half of a shape on the other hand. When the hands come together, they form one design. Do you see a shape on the hands above?

Ready to Draw

Once you pick your design, start by mixing henna powder and water. If you do not have henna powder, add oil to fruit juice or tea leaves. That will create a paste you can use.

Put your paste in a cone. The pointed tip will make it easier to draw your designs. Next, choose where to place your designs. Will you draw on your feet, or do you want shapes on your hands? What about on your stomach?



Tools of the Trade

Artists use many tools to apply henna. Toothpicks work to make dots. Tape can keep lines straight. These tools may help you, too. You can even make your own henna cone. Put the paste into a sandwich bag, and cut off the corner of the bag.



Before you draw on your skin, practice on a piece of paper. Then, try using the paste on a banana peel. This will give you an idea of what drawing on skin will feel like. The curves of the peel will help you practice.

When you are ready, make a simple design on your skin. Hold the henna cone close to the skin. Be sure to keep your hand steady and get creative! Make sure your design is one of a kind.



Use a banana peel to practice your drawing.

Trendy

Henna is changing all the time. Some people add glitter or crystals to their designs. This makes their skin sparkle. The latest trend is to use white glue to create henna-style designs. But be careful with this trend. The glue can hurt when you take it off.



Once you draw your design, wait about an hour for the henna to dry. Henna powder starts out light green. Once the paste is mixed, it turns dark green or brown. As it dries, it starts to flake off the skin. It leaves behind an orange design where the henna used to be. The beautiful color can last for weeks.



Celebrate with Henna

Henna is a symbol of love and hope. It is a unique and pretty way to celebrate.

Henna does not last forever. But that is part of what makes it beautiful. You can change your mind. You can try a new design. What will you celebrate next with henna?



Lasting Effect

Henna lasts longest on the palms and feet. Skin is thicker in those areas. It fades fastest on thin-skinned places like faces and stomachs.



This groom covers his hands and feet with henna paste.

Glossary

ancient—very old

custom—an action or way of a group of people

designs—decorative patterns that cover something

dyes—materials used to change the colors of things

fades—loses color; slowly goes away

patterns—things that are repeated

symbol—something that represents a word, group of words, or an idea