

TEACHER'S GUIDE



LEE & LOW BOOKS

Rainbow Stew

written and illustrated by Cathryn Falwell

About the Book

Genre: Fiction

***Reading Level:** Grade 2–3

Interest Level: Grades PreK–3

Guided Reading: I

Accelerated Reader® Level/

Points: 2.6/0.5

Lexile™: AD740L

* Reading level based on the Spache Readability Formula

Themes: Food, Gardening, Colors, Cooking, Healthy Eating, Physical Activity, Intergenerational Relationships (Grandparents), Weather (Rain), Siblings, Sharing and Giving, Being Helpful, Dealing with Disappointment, African/African American Interest

Etiam enim.

Quisque interdum turpis accumsan sem. Donec odio mi, dapibus id, mattis rhoncus, semper non, tellus.

SYNOPSIS

Splish, splash, puddle, dash...

It's a rainy summer day, but the vegetables in Grandpa's garden are just waiting to be picked. Yellow peppers, purple cabbage, red tomatoes, green zucchini, orange carrots, and more. So many colors! So many delicious ingredients to slice, chop, peel, and dice for a great big pot of mouthwatering Rainbow Stew.

Grandpa shows his three grandchildren how to make the best of the wet weather both outdoors in the muddy garden and inside the cozy kitchen. Lively rhyming text invites readers to join the fun. Book includes an easy-to-follow recipes that families can prepare together after reading the story.

Yum, yum, yum, yum!

From the author:

“I made the book, *Rainbow Stew*, so I could share my enthusiasm about gardening and cooking with children and their families. Along the way, I found a bushel of great resources and creative ideas—too many to include in the book! So this site (<http://www.rainbowstewbook.com>) will be a collection of fun projects and information, along with a place to share your own thoughts and experiences with kids, gardening, and cooking.”

–Cathryn Falwell, author and illustrator of *Rainbow Stew*

<http://www.rainbowstewbook.com/bushel-of-ideas/>



BACKGROUND

Vegetable Gardens: Vegetables grow in different ways in a garden. Root vegetables like potatoes, carrots, radishes and onions grow underground. Many vegetable plants grow above ground on plants. First the plants grow leaves and then buds that open into flowers. Vegetables grow from all or some of the flowers. Vegetables like squash and cucumbers grow on long vines that can trail over the ground or climb a trellis or fence. Beans may be planted to wind around poles as they grow upwards. Peppers, tomatoes, and eggplant may need to be supported by cages or stakes. For leafy vegetables like lettuce, kale and spinach, the leaves are picked from the plant before flowers grow. Real photographs of many vegetables are available at <https://www.choosemyplate.gov/foodgallery-vegetables>.

Healthy Diet: The United States Department of Agriculture (USDA) advises a healthy diet that includes fruits and vegetables at every meal. Eating produce of many different colors provides a variety of important vitamins and minerals. For instance, the vitamin A in carrots and leafy greens helps keep your eyes and skin healthy. For more information, check out <https://www.choosemyplate.gov/MyPlate>.

Discover crafts, recipes, and art ideas at author and illustrator Cathryn Falwell's *Rainbow Stew* book website <http://www.rainbowstewbook.com/>.

Additional titles to about food, cooking, and culture:

Cora Cooks Pancit written by Dorina Lazo Gimore, illustrated by Kristi Valiant

<https://www.leeandlow.com/books/2840>

Family Pictures/Cuadros de familia by Carmen Lomas Garza

<https://www.leeandlow.com/books/2796>

Ghosts for Breakfast written by Stanley Todd Terasaki, illustrated by Shelly Shinjo

<https://www.leeandlow.com/books/2396>

Hiromi's Hands by Lynne Barasch

<https://www.leeandlow.com/books/2404>

Hot, Hot Roti for Dada-ji written by F. Zia, illustrated by Ken Min

<https://www.leeandlow.com/books/2749>

No Mush Today written by Sally Derby, illustrated by Nicole Tadgell

<https://www.leeandlow.com/books/2698>

The Have a Good Day Café written by Frances Park and Ginger Park, illustrated by Katherine Potter

<https://www.leeandlow.com/books/2402>

The Wakame Gatherers written by Holly Thompson, illustrated by Kazumi Wilds

<https://www.leeandlow.com/books/2901>

Auntie Yang's Great Soybean Picnic written by Ginnie Lo, illustrated by Beth Lo

<https://www.leeandlow.com/books/2768>

“Vibrant multimedia collage harkens back to Falwell’s *Feast for 10*, this time a homegrown feast for four in a concept book about colors rather than counting. . . . The final page of the book even offers readers a recipe to try out. . . . A treat.”
–*Kirkus Reviews*

“Falwell’s familiar multimedia collages are at their best in deep cobalt, lime, and garnet in this celebration of family gardens. . . . The author provides a slice of cozy family life.”
–*School Library Journal*

“I realize many will say, there are no perfect books. I believe this to be a rare exception. I wouldn’t change a thing! The illustrations are wonderful—colorful, detailed, and meaningful.”
–*Tammy Thomasson, Librarian NetGalley*



VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)
(Speaking & Listening Standards,
Comprehension & Collaboration, Strands 1 and 2)
(Language Standards, Vocabulary Acquisition &
Use, Strands 4–6)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word.

Content Specific

Types of vegetables: spinach, kale, cucumber, zucchini, peas, beans, peppers, cabbage, radishes, tomatoes, potatoes, eggplant, carrots
Cooking terms: peel, slice, chop, dice, herbs

Academic

scramble, whimper, famous, snip, gather

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background and promote anticipation by posing questions such as the following:

1. Take a look at the front and back covers. Take a picture walk. Ask students to make a prediction. Do you think this book will be fiction or nonfiction? What makes you think so?
2. Do you ever visit your grandfather or another relative? What do you like to do when you visit? Do your plans ever change because of the weather?
3. Have you ever seen vegetables growing in a garden? What vegetables do you know that are red? Orange? Yellow? Green? Purple?
4. Have you ever helped to make a soup or stew? What did you do? Share a time you followed a recipe with a parent or caregiver.

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1, Craft & Structure, Strand 5, and Integration of Knowledge & Ideas, Strand 7)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Read and talk about the title of the book. Ask students what they think the title, *Rainbow Stew*, means. Talk about the word “stew.” Then ask them what and whom they think this book will most likely be about. What situations might be talked about in the text? What do they think might happen? What information do they think they might learn? What makes them think that?

Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, and illustrations. Point out the recipe at the end of the book.

Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- what the children do while visiting their grandfather
- what “Rainbow Stew” is and how it is made
- how they adapt their plans to the weather

Encourage students to consider why the author and illustrator, Cathryn Falwell, wants to share this story with young people.



AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite evidence with their answers.**

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

- Where does the story take place?
 - Where do the children find the colors of a rainbow?
 - What do the children want to do when they visit Grandpa?
 - What do the children want to play outside before they see it is raining?
 - How do the children feel when they see it is raining? What does Grandpa say?
 - What clothes do they wear to keep dry while they are outside?
 - What do the children do in the garden? Which different vegetables do they find? Where? What do they play?
 - What do the children do once they come back inside? Why do they have to change clothes?
 - What do Grandpa and the children do to make the Rainbow Stew?
- What do you think the author might want to show readers about making the best of a disappointing situation?
 - Why do they stop to read books in the middle of cooking?
 - What jobs do they children do for the recipe? What jobs does Grandpa do?
 - Do you think this meal is healthy? Why or why not?
 - Why is the soup called “Rainbow Stew?”
 - Why does Grandpa say he is proud of his grandchildren?
 - If you were helping make the stew, which vegetables would you want or not want in the recipe?
 - How do the characters in this story work together? (Note: for a complete lesson using *Rainbow Stew* to discuss “Working Together” see Lesson 8 of the [Building Classroom Community in Kindergarten](https://www.leeandlow.com/collections/278) unit: <https://www.leeandlow.com/collections/278>.)
 - What do you think will happen the next day?
 - Why do you think the author, Cathryn Falwell, includes the Rainbow Stew recipe in the book?
 - How are your home and environment like these children’s? How are your home and environment different from theirs?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

- How does Grandpa make his house fun to visit? How can you tell the children are having fun?
- What does Grandpa teach his grandchildren?

Reader’s Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. **Suggest that students respond in reader’s response journals, essays, or oral discussion.** You may also want to set aside time for students to share and discuss their written work.

- Write and draw about what you like to do when it rains. Share responses as a class. Who likes to do something inside? Who likes to go outside in the rain?



2. Write about a time when you had to change your plans unexpectedly. Include what you were supposed to do and what you actually did. How did you feel about the change?
3. Write a recipe for something you could make with vegetables and/or fruit. Include information about how to get the ingredients and how to prepare them.
4. Share a memory you have spending with your grandparent or another relative. Why is this memory special to you? What did you do together?

ELL/ESL Teaching Strategies

*(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)*

These strategies might be helpful to use with students who are English Language Learners.

1. Assign ELL students to partner-read the book with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the text. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading:
 - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
 - Have students work in pairs to retell either the plot of the book or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about gardening, making vegetable stew, or a time they followed a recipe with a parent or caregiver.

5. The story contains some content-specific words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.
6. Show students real photographs of vegetables and vegetable plants, or even real vegetables if possible. Describe them together (size, color, texture, parts, etc.)

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These may also be used for extension activities, for advanced readers, and for building a home-school connection.

English Language Arts

*(Reading Standards, Craft and Structure, Strand 4)
(Writing Standards, Production & Distribution of Writing, Strands 4–5)*

1. Use the rhymes in the book as a springboard for rhyming work. Pause for students to chime in with rhyming words during repeated readings. Match rhyming pairs from the story in a pocket chart. Brainstorm additional rhyming words for some of the pairs.



- Use the vegetable words for a picture and word matching activity. Model using beginning sounds and letters to match pictures to words. Picture and word cards can be found in this lesson: https://www.leeandlow.com/uploads/loaded_document/320/Building_Classroom_Community_in_Kindergarten_Lesson_Plan_8.pdf.
- Use shared or interactive writing to produce a simplified version of directions for making Rainbow Stew on chart paper. Display it with props for students to act it out. Or, write the steps on sentence strips and ask students to match them with picture cues and/or put them in the correct order in a pocket chart.
- Have students act out the story as you read aloud, focusing on the italicized rhymes and other concrete actions (e.g., “lift up drippy leaves,” “tug on rosy radishes,” “dig into the dark wet dirt.”)

Art

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3)

- Create a class mural of a vegetable garden. Ask students to cut out various plants and vegetables and attach them to the mural where they grow (e.g., potatoes under the ground.) Consult the book illustrations and photos of real plants for reference. Vote as a class on what the weather should be in the mural. Add labels.
- Bring in real vegetables and have students sketch or paint them. Talk about their shapes and which colors to use.
- Create “healthy lunch” collages on paper plates. Find the directions from creator Cathryn Falwell’s website: <http://www.rainbowstewbook.com/create-a-tasty-lunch/>. Ask students to label to each item.

Science

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3)

- If the weather and time of year allow, plant an outdoor garden box. Find lots of information about gardening with children here: <http://www.letsmove.gov/gardening-guide>. Or start seedlings in eggshells in your classroom and give them to students to plant at home. Directions are available here: <http://www.rainbowstewbook.com/be-an-egghead/>. If planting outside isn’t feasible, try this simple indoor planting activity: <http://www.rainbowstewbook.com/make-magic/>.
- Introduce vocabulary related to the five senses. Describe how some of the items in the story look, smell, taste, feel and sound (e.g., various vegetables, mud, rain, simmering stew.
- Cook Rainbow Stew in your classroom. If you do not have access to a kitchen, have students wash, peel and chop the vegetables at school and cook the stew at home, bringing it back to taste the next day. Or, use a slow cooker recipe.

Home-School Connection

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3)

- Ask students to interview family members about favorite vegetable dishes and bring in recipes if possible.
- Create a checklist of fruits and vegetables. Ask students to document which ones they’ve tried at home and encourage them to try something new with their families. Share relevant local resources for obtaining produce (e.g., farmer’s markets days and locations, information about markets that accept SNAP benefits.)



ABOUT THE AUTHOR/ILLUSTRATOR

Cathryn Falwell has written and illustrated more than twenty award-winning children's picture books, among them Lee & Low Books' *David's Drawings*, a Bank Street College Best Children's Book of the Year, and *Butterflies for Kiri*, a "Choices" selection from the Cooperative Children's Book Center. She says, "As a preschooler, I lived next door to Sam—a man with a green thumb who grew seemingly magical things like a tree with peaches on one side and plums on the other. My family moved many times, but my Dad planted a vegetable garden in each backyard." She still plants a rainbow of yummy vegetables in her garden at her home alongside Frog Song Pond in Maine and offers many delicious vegetable recipe ideas on her site www.rainbowstewbook.com. She and her husband live in Gorham, Maine. They have two grown sons. Find more information about Cathryn Falwell at <https://cathrynfalwell.wordpress.com>.

Awards and honors for *Rainbow Stew* include:

Best Children's Books of the Year, Bank Street College of Education

Additional titles written and illustrated by Falwell from Lee & Low Books:

- *Butterflies for Kiri* <https://www.leeandlow.com/books/2370>
- *David's Drawings* <https://www.leeandlow.com/books/2381>
- *Los dibujos de David* <https://www.leeandlow.com/books/2486>

ABOUT LEE & LOW BOOKS

LEE & LOW BOOKS is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at leeandlow.com.

ORDERING INFORMATION

On the Web:

www.leeandlow.com/contact/ordering (general order information)

<https://www.leeandlow.com/books/2816> (secure online ordering)

By Phone: 212-779-4400 ext. 25

By Fax: 212-683-1894

By Mail: Lee & Low Books, 95 Madison Avenue, New York, NY 10016

Book Information for *Rainbow Stew*



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Accelerated Reader® Level/Points:
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THEMES: Food, Gardening, Colors, Cooking, Healthy Eating, Physical Activity, Intergenerational Relationships (Grandparents), Weather (Rain), Siblings, Sharing and Giving, Being Helpful, Dealing with Disappointment, African/African American Interest

RESOURCES ON THE WEB:

Learn more about *Rainbow Stew* at:

<https://www.leeandlow.com/books/2816>

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.