



# ELL Adaptation For Weaving a Story of Cooperation: The Goat in the Rug

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<b>Grade Level</b>	4-5
<b>Duration</b>	2-3 class periods

**ELL Adaptation by** Sara Jenkins

SIOP Elements		
<b>Preparation</b> Adapting content Linking to background Linking to past learning Strategies used	<b>Scaffolding</b> Modeling Guided practice Independent practice Comprehensible input	<b>Grouping Option</b> Whole class Small groups Partners Independent
<b>Integrating Processes</b> Reading Writing Speaking Listening	<b>Application</b> Hands on Meaningful Linked to objectives Promotes engagement	<b>Assessment</b> Individual Group Written Oral

**Arizona English Language Proficiency Standards**

**Stage III**  
**Basic**  
**Reading**  
**Comprehending Text**  
**Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate reading comprehension by:**  
 B-2: predicting what might happen next in a reading selection.  
 B-4: asking who, what, where, when, why, which and how questions about text, with instructional support  
 B-5: retelling a story or event with a beginning, middle and end.  
 B-20: identifying content vocabulary within math, science, and social studies texts.

**Research**  
**Standard 5: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks. The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by:**  
 B-1: recording and organizing information, observations or questions on a familiar topic from one or two sources (experiment, textbook, guest speaker, video, Internet, etc.) for report/research purposes.

## Overview

Navajo weaving is a treasured art. The book, *The Goat in the Rug*, explains the process of rug making from fleece to rug from the point of view of a goat. Children experience the process of weaving and learn of its importance in the environment and culture of the Navajo or Dine.

## Key Vocabulary

weave – to make cloth by interlacing thread  
dye – a substance used to color material  
goat – an animal with hollow horns that is raised for wool, milk and meat  
yucca – a desert plant  
loom – an apparatus used to weave  
Navajo – a Native American from a tribe in the Southwest  
Dine – Navajo people

## Additional Materials Needed for ELL Adaptation

- Potholder weaving loom or cardboard weaving as an extension activity-optional
- Optional Photos of Navajo culture and their physical environment
- Vocabulary Cards

## Procedures

### SESSION ONE

1. Write the lesson objectives on the board. Ask student to read the objectives. Have a word bank with the key vocabulary words listed.
2. Write the word Navajo on the board. Ask the students what they know about the Navajo.
3. Project the Southwestern U.S. map <http://geoalliance.asu.edu/sites/default/files/maps/SWRES.pdf> and locate the Navajo Nation or where the Dine live. Explain that the class will be learning about Navajo culture.
4. Project and discuss the Vocabulary Cards. If possible, bring in extra pictures to show of the Navajo culture and the Navajo's physical environment.
5. Show an example of a Navajo rug. Discuss what it could be made from and how it could be made. Return to the Vocabulary Cards if necessary.
6. Read the story, *The Goat in the Rug*, to the students.

7. After reading the book, again discuss the book's illustrations of the process of rug making. **(Scaffolding: Comprehensible Input)**
8. Use the vocabulary list to identify each picture found at the front of the book. Choral read the words with the group **(Grouping: Whole Group)**, followed by calling on a few students at random to read from the Vocabulary List as you point out pictures. **(Scaffolding: Guided Practice) (Integration of Reading, Writing, and Listening; Application: Meaningful, Linked to Objectives, Promotes engagement).**
9. If the actual materials are available, have the students line up with the materials in the sequence of making a rug.

### SESSIONS TWO AND THREE

Note: If there are time limitations, have students cut out the illustrations included in the lesson or choose the most important steps to sequence and label.

1. Pass out the Picture Cards worksheet. *Project the prompt: You are an expert Navajo rug weaver visiting a 4th grade classroom. The teacher has asked you to teach her students how to make a Navajo rug. Design an illustrated storyboard with captions that instructs students, step by step, in the process of weaving a Navajo rug. Use the picture cards provided or draw your own for your illustrations. You should use at least 12 picture cards. You must have the cards in the proper order according to the process of making a rug. Each card should have a caption telling how this item fits into the weaving process. There should be a title to your storyboard.*
2. Explain to the students they are to draw pictures of the vocabulary words that would help them explain how to make a rug.
3. Project the illustrations on the front and back inside covers of the book and the illustrations within the book.
4. Choose one step as a model of how to storyboard. **(Scaffolding: Modeling)**
5. Allow students to work with a partner but they must each have their own storyboard. **(Grouping: Partners)**

## Assessment

### Geography

Students should be able to answer this question: Name 4 natural resources the Navajos use to make a rug. (Answers can include goats (wool), yucca, water, sun, wood (Ponderosa pine), rabbit bush,

## Weaving A Story

sumac, cliff rose, wild onion, dock, walnuts, and juniper.

### ELA

To measure reading and writing, the sequence of events should be correct. The storyboard should have 9 cards minimum in the proper order.

- 2 pts per card = 18 points in total
- plus 2 points for title

Mastery will be considered an accurate drawing and word or sentence for each picture card.

Sequence should be:

Window Rock, goat (Geraldine), weaver (Glenmae), shears, yucca soap, carding combs, spindle, yarn, and plant(s) used for dye, dye bucket; wood for loom, and Navajo Rug. Additional cards are pin, batten, comb, and sacking needle which all go between loom and Navajo rug.

Students should be able to say each picture card word or sentence to a partner.