



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

Using *The Goat in the Rug*, students read and learn about the Navajo culture.

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Grade Level	4-5
Duration	2-3 class periods

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

TESOL Standard(s)
ESL: English For Content Through The Use Of ESL Methodologies, The Student Will: EFC-B. Use math skills to calculate and measure. B1. Add and subtract numbers. EFC-C. Compose in a variety of forms. C2. Paraphrase written information. EFC-E. Comprehend reading materials. E3. Use new English vocabulary.

Arizona English Language Proficiency Standards
Stage III Basic Reading

Weaving A Story

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 ELLs

- Potholder weaving loom or cardboard weaving as an extension activity-optional
- Photos of Navajo culture and their physical environment- optional
- 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. Point out the Navajo Nation or where the Dine live on the transparency of the Southwestern U.S. map. Explain that the class will be learning about Navajo culture. Discuss the vocabulary cards. Bring in extra pictures to show of the Navajo culture and the Navajo's physical environment. Show an example of a Navajo rug. Ask what it could be made from and how it could be made.

3. Read the story *The Goat in the Rug* to the students.

4. After reading the book, discuss (or show) weaving items listed on the vocabulary list or illustrations of the process of rug making. **(Scaffolding: Comprehensible Input)** Use the vocabulary list to identify each picture. Choral read the words with the group **(Grouping: Whole Group)**, followed by calling on a few students at random to read **(Scaffolding: Guided Practice) (Integration of Reading, Writing, and Listening; Application: Meaningful, Linked to Objectives, Promotes engagement)**.

5. If the actual materials or pictures are available, have the students line up with the materials in the sequence of making a rug.

Sessions Two and Three

Weaving A Story

6. Pass out the Picture Cards worksheet. Explain to the students they are to draw pictures of the vocabulary words that would help them explain how to make a rug. Highlight the illustrations on the front and back inside covers and the illustrations within the book. Choose one to use as a model and/or show the example of a finished product.

(Scaffolding: Modeling) The students will work with a partner but they must each have their own storyboard. **(Grouping: Partners)** If there is a time limitation have students cut out the illustrations included in the lessons. Choose the most important ones to sequence and label. (See the worksheet)

7. Give 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.

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

To measure reading and writing, the sequence of events should be correct. The storyboard should have 9 cards minimum in the proper order. (2pts per card--18 points in total plus 2 points for title).

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.

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

Students should be able to say each picture card word or sentence to a partner or 4th grade student.

Assessment