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.

**Author** Sara Jenkins

**Grade Level** 4-5

**Duration** 1-2 class periods

**ELL Adaptation by** Sara Jenkins

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**TESOL Standard(s)**

ESL: English for Content

EFC-A. Create, read and interpret visual information relating to science, social studies and math.

A4. Create charts to organize information.

A4. Create visuals to present information.

**Arizona ELL I Reading Standard**

ESL: English for Content

EFC-A. Create, read and interpret visual information relating to science, social studies and math.

A4. Create charts to organize information.

A4. Create visuals to present information.

**Arizona ELL III Reading Standard**

Comprehending Text: The student will analyze text for expression, enjoyment, and response to other related content areas.

**Beginning:** The student will identify main ideas and key details of text.

**Intermediate:** The student will identify the
Weaving A Story

Arizona ELL I Writing Standard

Writing Applications: The student will express in writing his or her own thinking and ideas.
Beginning: The student will respond with drawings to stories dramatized or contextualized by the teacher.
Intermediate: The student will relate messages by drawing, by using imitative writing, by dictating to an adult, or by writing key, self-selected words.

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 – A mammal with hollow horns that is raised for wool, milk and meat
Yucca – A native desert plant that has tall stems with clusters of white flowers
Loom – An apparatus used to weave
Navajo – A Native American people who live in the Southwest
Dine – Navajo people

Additional Materials Needed for ELL

- Writing Prompt and math exercise
- Optional: A Navajo rug
- Optional: Potholder weaving loom or cardboard weaving as an extension activity

main ideas, key words, and important details in text that requires some level of inference.

Arizona ELL III Writing Standard

Writing Applications: The student will express in writing his or her own thinking and ideas.
Beginning: The student will produce independent writing that demonstrates satisfactory control over rudimentary structures defined in ELL I-II.
Intermediate: The student will write simple sentences independently to complete short writing tasks.

Procedures

Day One Introduction
1. Write the lesson objectives on the board. Ask a 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. Show the photos of the people and the environment. Show an example of a Navajo rug. Ask what it could be made from and how it could be made. Explain that the class will be learning about Navajo culture.

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

Experience
4. After reading the book, show weaving items listed on the vocabulary list or show 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 material in the sequence of making a rug.

Day Two
6. Pass out the Picture Words paper. Allow ELL students to use the vocabulary cards. 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 vocabulary word 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.

Synthesis Activity

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.

Assessment

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) (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.