

**Thematic Unit submitted by: Virgilynn Shirley and Tina Zonnie
BME 520**

Class: Dine Culture/Language

Grade Level: 1st/2nd

Dates: October to November

Language Level: Beginning

Unit Topic/Theme/Situation: Being Navajo – Weaving, Natural Resources

Unit Goals: Explain in detail how the unit topic and lessons are relevant to the learners' lives.

When teaching young students about their culture, as Dine educators we can teach about the procedures and steps to make a Navajo rug and how we use natural resources to make a rug through listening to a story. We can teach the making of a rug using geometrical shapes. Through each of the lesson we can teach the important of listening skills, sequencing and how to work in cooperative groups.

Lesson 1 (Objective/s):

- The student will be able to listen to a story and retell the story using sequencing.
- The student will be able to list the steps and follow procedures to design a Navajo rug.

Lesson 2 (Objective/s):

- The student will be able to use geometrical shapes to make a Navajo rug.

Lesson 3 (Objective/s):

- The student will learn about the origins of a weaving loom and be able to identify the parts of the loom and the tools.

Lesson 4 (Objective/s):

- The student will identify the different types of natural resources (plants) used to make the dye for the wool.

Language Learning (Lesson Plan)1:

Students will listen to the story, “The Goat in the Rug” told in Navajo, and then they will sequence the pictures of the story using the phrases first, then, next and last in Navajo. Then say key phrases of each event of the story in Navajo after they have put them in order by sequence.

Language Learning (Lesson Plan) 2:

Students will name the geometrical shapes in Navajo.

Language Learning (Lesson Plan) 3:

Students will repeat the tools that are used in weaving a rug, carding brushes, batten, spindle, string, yarn (wool), loom, and comb.

Language Learning (Lesson Plan) 4:

Students will say the names of different plants to color the wool and name the colors it makes, say the name for sheep and wool.

Lesson 1: A Goat in a Rug (Navajo Culture and Language Arts)

What I want the students to learn from this lesson:

Students will listen to a story told orally “The Goat in the Rug”, and put the events in order by sequencing.

Curriculum standards addressed in this lesson:

Arizona Common Core

- **Reading Standards for Informational Text**

- 1.RI.1 Ask and answer questions such as who, what , where, why and how about key details in a text.
- 1.RI.2 Identify the main topic and retell key details of a text.
- 1.RI.7 Use the illustrations and details in a text to describe its key details.

- **Speaking and Listening Standards**

- 1.SL.1b. Build on others’ talk in conversations by responding to the comments of others through multiple exchange.
- 1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feeling.

Materials needed for the lesson:

- Book: The Goat in the Rug, written by Charles L. Blood and Martin Link
- Handouts – sequencing of events from the book/sentence strip with pre-written events for sequencing
- Large piece of white paper (KWL chart)
- Black marker
- scissors

Preparation of the environment:

- a. Seating arrangement: Students will gather at the reading rug. After the teacher reads the story the students will work in partners to complete sequencing of story using pictures and sentence strips (prewritten story events).

Lesson description:

- a. Introduction/engagement: Teacher will be dressed in Navajo attire, display a Navajo woven rug on the board and display the tools used for weaving. Throughout the unit the teacher will discuss the tools for rug weaving in English and Navajo.
- b. Development of the lesson:
 1. TW use a picture of a Navajo woman, a sheep, the actual Navajo rug and weaving tools to captivate the students’ attention to the lesson. The teacher will use the rug and weaving tools to begin a discussion (naming the rug and weaving tools in Navajo and English). “Have you seen these tools before? If so, when and where, what are they used for?”
 2. TW/TSW fill out a KWL chart, what we know, what we want to know and what did we learn.
 3. Presentation of the book: TW show the students the cover of the story, “The Goat in the Rug”. TW will explain that the story is about a Navajo woman and her goat. TW tell students they will listen to the story, sequence the events of the story, and learn the key details in Navajo.
 4. TW read the book to the students, stopping to ask questions about the story. Who are the characters in the story? What do you predict will happen next?
 5. After the reading, have the students discuss the story focusing on the relationship that is found between Glenmae and her goat, while using the pictures from the story. Students can use “shoulder partners”, “Turn and talk”.
 6. Then have the students retell parts of the story. Using picture cards and sentence strips.
 7. When the assignment is completed we will fill in the “L” on the KWL chart.

8. Extension of lesson: Have students put in order of how to make a rug, recalling information from the story. Have them draw out the sequence or use pre-made sentence strips. They can also match the tools and the pictures (Navajo words)

c. Methods of assessment:

Students will be given the sequencing assessment. TSW cut out the picture squares and glue them in the correct order, from first to last.

Extension: Students will sequence the order of weaving a rug, and the tools that are used for each part of weaving. They will name the tools in Navajo and match the terms.

Name(s): Virgilynn Shirley and Tina Zonnie

Select the **CONTEXT** where the words and phrases will be used in which meaning is situated for real purposes: Read whole group, The Goat in the Rug
LESSON 1

Set the environment for language learning: Naaltsos iinishta/Naaltsos olta': Tl'izi Diyogi baa Alyaa
 Will be reading: The Goat In the Rug
 • List how you plan to organize the learners:

Introduce words and phrases students will learn:
 Say words/phrases at least 4 times while learners only LISTEN: : tl'izi (goat), diyogi (rug), aghaa (wool), Ta'digeesh (shearing), tlool (string/rope), tsah (yucca), ??? (dye), lichii'(red), ligaii (white), dibelchi'i (brown), lizhin (black), dah iistl'o (loom), bee adzooi (combing), yidooyijl (ate), , tánéiigis (wash), bee adzo (baton), bee ahk'in lish (long flatten paddle), laa'ii gone' (first of all), naaki gone', aadoo (second of all), aakeedi (lastly)
 • Repeat words and phrases in the same order **Words:**
 bee adzooi (combing), dah iistl'o (loom), bee adzo (baton), bee ahk'in lish (long flatten paddle), tlool (string/rope), tl'izi, diyogi, alyaa, Ta'digeesh, taa'ii gone', naaki gone', aadoo, aakeedi
Phrases:

Demonstrate/Model for understanding (provide the visual):
 Show what each word or phrase means; encourage learners to repeat words and phrases:
 • List what strategies or activities to use:
 - Listen to the story of "A Goat in a Rug"
 - Retell story in sequence using picture clues
 Present each word and phrase in the same order as provided in the listening stage:
 • List the order
 bee adzooi (combing), dah iistl'o (loom), bee adzo (baton), bee ahk'in lish (long flatten paddle), tlool (string/rope), tl'izi, diyogi, alyaa, Ta'digeesh, taa'ii gone', naaki gone', aadoo, aakeedi
 Use language pattern in the same order as above:

Interaction (language learning practice):
 Learners say and use the words and phrases with you and/or other learners:
 List one of the above Interaction strategy or activity to give more practice:
 • Write the procedure: Sequencing of events from the book/sentence strip with pre-written events for sequencing
 d. Introduction/engagement: Teacher will be dressed in Navajo attire, display a Navajo woven rug on the board and display the tools used for weaving. Throughout the unit the teacher will discuss the tools for rug weaving in English and Navajo.
 e. Development of the lesson:
 9. TW use a picture of a Navajo woman, a sheep, the actual Navajo rug and weaving tools to captivate the students' attention to the lesson. The teacher will use the rug and weaving tools to begin a discussion (naming the rug and weaving tools in Navajo and English). "Have you seen these tools before? If so, when and where, what are they used for?
 10. TW/TSW fill out a KWL chart, what we know, what we want to know and what did we learn.

<p>First of all: laa'iigone' ahoot'iid</p> <p>Second of all: naaki gone' ahoot'iid</p> <p>And then: aadoo</p> <p>Lastly: aadoo aadeedi ahoot'iid</p> <p>Language Patterns:</p> <p>laa'iigone' ahoot'iid, naaki gone' ahoot'iid, aadoo, aakeedi</p>	<ul style="list-style-type: none"> • <i>List the order</i> <p><i>I bee adzooi (combing), dah iistl'o (loom), bee adzo (baton), bee ahk'in lish (long flatten paddle), tlool (string/rope), tl'izi, diyogi, alyaa, Ta'digeesh, taa'ii gone', naaki gone', aadoo, aakeedi</i></p>	<ol style="list-style-type: none"> 11. Presentation of the book: TW show the students the cover of the story, "The Goat in the Rug". TW will explain that the story is about a Navajo woman and her goat. TW tell students they will listen to the story, sequence the events of the story, and learn the key details in Navajo. 12. TW read the book to the students, stopping to ask questions about the story. Who are the characters in the story? What do you predict will happen next? 13. After the reading, have the students discuss the story focusing on the relationship that is found between Glenmae and her goat, while using the pictures from the story. Students can use "shoulder partners", "Turn and talk". 14. Then have the students retell parts of the story. Using picture cards and sentence strips. 15. When the assignment is completed we will fill in the "L" on the KWL chart. 16. Extension of lesson: Have students put in order of how to make a rug, recalling information from the story. Have them draw out the sequence or use pre-made sentence strips. They can also match the tools and the pictures (Navajo words) <p>f. Methods of assessment: Students will be given the sequencing assessment. TSW cut out the picture squares and glue them in the correct order, from first to last. Extension: Students will sequence the order of weaving a rug, and the tools that are used for each part of weaving. They will name the tools in Navajo and match the terms.</p> <p>Repeat words or phrases when learners are struggling with speaking/pronunciation</p> <p>laa'iigone' ahoot'iid, naaki gone' ahoot'iid, aadoo, aakeedi</p>
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Stage V: Communication/Functional Use: _____

Check for learners' understanding and use of the words and phrases:

List the strategy or activity to use to check for functional emergent (speak and use language learned) in **CONTEXT:**

Methods of assessment:

Students will be given the sequencing assessment. TSW cut out the picture squares and glue them in the correct order, from first to last.

Extension: Students will sequence the order of weaving a rug, and the tools that are used for each part of weaving. They will name the tools in Navajo and match the terms.

**Lesson 2: What Shapes a Rug?
(Geometric shapes)**

What I want my students to learn from this lesson:

This lesson will enable the students to expand their knowledge in the mathematic standards addressed in the activities by using geometrical shapes to design a rug and state the names of the shapes in the Navajo language. They will be reviewing geometric shapes through the art of Navajo rug weaving which is a part of their cultural teaching.

Curriculum standards addressed in this lesson:

Arizona Mathematics Standards

• **1.G.A – Reason with shapes and their attributes**

1.G.A.1 Distinguish between defining attributes (triangles are closed and 3 sided) versus non-defining attributes (color, orientation, overall size) for two-dimensional shapes; build draw shapes that possess defining attributes.

1.G.A.2 Compose two-dimensional shapes or three-dimensional shapes to create a composite shape.

1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the word halves, fourths, and quarters.

Describe the whole as two of, or four of the shares. Understand that decomposing into more equal shares creates smaller shares.

Materials needed for the lesson:

- Book: "Navajo Rug Designs" by: Susan Lowell and "Goat in the Rug" by: Charles Blood and Martin Link.
- Geometric Manipulatives, geometric tiles

- Visual posters/pictures of the shape and their names posted in English and Navajo
- Colored pictures of Navajo rugs printed off the internet that is enlarged (Large enough for the students to see the shapes used in the rug)
- Collage materials: variety of colored construction paper, glue, scissors, geometric shapes, pencils, markers, advance organizer of a premade rug with patterns, advance organizer of a blank rug, ruler

Preparation of the environment:

- a. Seating arrangement: Students will be arranged in whole group in the beginning of the lesson and then will be put into cooperative groups of four. The seating arrangement will be assigned by numbered grouping sticks.
- b. Routines: Before the lesson the teacher will place some geometric shapes at their desk. The students will have time to explore the shapes and as a warm up activity they will have to match the shape with the correct name. Afterwards they will pair up in shoulder partners to have a discussion on the shapes that they see in a rug (they will have a picture of a rug design).

Lesson description:

- a. Introduction/engagement: students will pick one shape from the pile and the teacher will instruct the student to find the shape in the room, on their clothing or on the visual pictures of the rugs placed in the classroom. They will discuss with their shoulder partner where they see the shapes. As a whole group, the teacher will review the names of the shapes in Navajo.
- b. Development of the lesson:
 1. Teacher will/student will...
 2. Discuss the names and numbers of the sides the shapes have (referring to the shapes and number of sides in the Navajo language)
 3. Use the visual posters as a reference to the shapes and patterns.
 4. Have the students put shapes together to make various shapes.
 - i.e., 2 squares side by side makes a rectangle
 - 2 trapezoids, make a hexagon
 - 2 triangles make a diamond
 - Ask: What do two hexagons make?
 - What other patterns or shapes can you make using all of the shapes?
 5. Teacher will (TW) lead discussion into Navajo Rugs.
 6. TW show pictures of Navajo rugs
 7. The student will (TSW) observe pictures of the Navajo rugs and have a discussion with their partner about their observation, such as shapes, colors and objects.
 8. TW ask students to identify the shapes, colors or objects they see on the pictures of the rugs using simple Navajo phrases.
 9. TW hand out pictures of various rug patterns and the students will identify the shapes in English and Navajo using the vocabulary words written on the board. They will write the names of the shapes on the rug pattern.
 10. TW ask questions. TSW answer the following questions.
 - Identify and name the geometric shapes that are their Navajo rug pictures. What shapes do you see in your picture?
 - Find a trapezoid, triangle, hexagon, square in your picture.
 - Find a classmate to discuss the similarities and differences in the pictures you each have. Do your rugs have the same/different shapes? What is the same/difference? "One rug has...?", "The other rug has..?". Can you name the shapes in Navajo?
 11. TW model making various rug patterns with the geometric blocks using the advance organizer of a rug.
 12. TSW use a blank rug graphic organizer and geometric shapes to practice making a rug pattern.
 13. TSW design their own unique rug pattern using the graphic organizer, they will trace the shapes and color the design.

c. Closure exercise

TSW display their finish rug design on the bulletin board and label the geometric shapes that they used in their design. The labels will be written in both English and Navajo.

d. Methods of assessment: Students will be given the geometric log assessment, they will categorize and describe the shapes they learned about by identifying the shape, name and description of the shades (how many vertices) using the Navajo and English terms.

Name(s): Tina Zonnie and Virgilynn Shirley

Select the **CONTEXT** where the words and phrases will be used in which meaning is situated for real purposes: SWABT to make a Navajo rug patterns

LESSON 2

Stage I: Set the environment for language learning:

- List how you plan to organize the learners: **Students will individually be seated at their desk**

Stage II: Introduce words and phrases students will learn:

Say words/phrases at least 4 times while learners only LISTEN:

Repeat words and phrases in the same order

Words: [táá'góó adeez'á](#) (trangle),

[dik'á](#) (square), dik'áąo heeneez (retangle), [tsé](#)

[diichilí](#) (diamond), [t'ááá'í](#) (one), [naaki](#) (two), táá'

(three), díí' (four)

Phrases:

díí' a [táá'góó adeez'á](#) (trangle) woolya

díí' [dik'á](#) (square) woolya

díí' dik'áąo heeneez (retangle) woolya

díí' [tsé diichilí](#) (diamond) woolya

Repeat step one

Language Patterns:

díí' aa [táá'góó adeez'á](#) (trangle) át'é

díí' aa [dik'á](#) (square) át'é

díí'aa dik'áąo heeneez (retangle) át'é

díí' aa [tsé diichilí](#) (diamond) át'é

Stage III: Demonstrate/Model for understanding (provide the visual):

Show what each word or phrase means; encourage learners to repeat words and phrases:

- List what strategies or activities to use:

Show pictures of the different shapes and match with similar shape around the room [táá'góó adeez'á](#) (trangle), [dik'á](#) (square), dik'áąo heeneez (retangle), [tsé diichilí](#) (diamond), [t'ááá'í](#) (one), [naaki](#) (two), táá' (three), díí' (four)

Present each word and phrase in the same order as provided in the listening stage

- List the order

díí' aa [táá'góó adeez'á](#) (trangle) át'é

díí' aa [dik'á](#) (square) át'é

díí'aa dik'áąo heeneez (retangle) át'é

díí' aa [tsé diichilí](#) (diamond) át'é

Use language pattern in the same order as above:

- List the order (REPEAT STEP 1)

díí' a [táá'góó adeez'á](#) (trangle) woolya

Stage IV: Interaction (language learning practice):

Learners say and use the words and phrases with you and/or other learners:

List one of the above Interaction strategy or activity to give more practice:

- Write the procedure:

e. Introduction/engagement: students will pick one shape from the pile and the teacher will instruct the student to find the shape in the room, on their clothing or on the visual pictures of the rugs place in the classroom. They will discuss with their shoulder partner where they see the shapes. As a whole group, the teacher will review the names of the shapes in Navajo.

f. Development of the lesson:

14. Teacher will/student will...

15. Discuss the names and numbers of the sides the shapes have (referring to the shapes and number of sides in the Navajo language)

16. Use the visual posters as a reference to the shapes and patterns.

17. Have the students put shapes together to make various shapes.

- i.e., 2 squares side by side makes a rectangle
- 2 trapezoids, make a hexagon
- 2 triangles make a diamond
- Ask: What do two hexagons make?
- What other patterns or shapes can you make using all of the shapes?

18. Teacher will (TW) lead discussion into Navajo Rugs.

19. TW show pictures of Navajo rugs

20. The student will (TSW) observe pictures of the Navajo rugs and have a discussion with their

djį' dik'á (square) woolya
djį' dik'áągo heeneez (rectangle) woolya
djį' tsé diichilí (diamond) woolya

- partner about their observation, such as shapes, colors and objects.
21. TW ask students to identify the shapes, colors or objects they see on the pictures of the rugs using simple Navajo phrases.
 22. TW hand out pictures of various rug patterns and the students will identify the shapes in English and Navajo using the vocabulary words written on the board. They will write the names of the shapes on the rug pattern.
 23. TW ask questions. TSW answer the following questions.
 - Identify and name the geometric shapes that are their Navajo rug pictures. What shapes do you see in your picture?
 - Find a trapezoid, triangle, hexagon, square in your picture.
 - Find a classmate to discuss the similarities and differences in the pictures you each have. Do your rugs have the same/different shapes? What is the same/difference? "One rug has...?", "The other rug has..?". Can you name the shapes in Navajo?
 24. TW model making various rug patterns with the geometric blocks using the advance organizer of a rug.
 25. TSW use a blank rug graphic organizer and geometric shapes to practice making a rug pattern.
 26. TSW design their own unique rug pattern using the graphic organizer, they will trace the shapes and color the design.
- g. Closure exercise
TSW display their finish rug design on the bulletin board and label the geometric shapes that they used in their design. The labels will be written in both English and Navajo.

		<p>h. Methods of assessment: Students will be given the geometric log assessment, they will categorize and describe the shapes they learned about by identifying the shape, name and description of the shades (how many vertices) using the Navajo and English terms.</p> <p>Repeat words or phrases when learners are struggling with speaking/pronunciation</p> <p><i>Diyogi (rug), aghaa (wool), tlool (string), bee adzo (baton), bee ak'in lish (long flatten paddle)</i>aghaa bigha ni lteehBat it down with baton, Bee adzo bee nani l hal Repeat step one</p>
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Stage V: Communication/Functional Use: _____

Check for learners' understanding and use of the words and phrases:

List the strategy or activity to use to check for functional emergent (speak and use language learned) in **CONTEXT:**
 Methods of assessment: Students will be given the geometric log assessment, they will categorize and describe the shapes they learned about by identifying the shape, name and description of the shades (how many vertices) using the Navajo and English terms.

Lesson 3: Shi'ma, Where did the weaving loom come from?

What I want my students to learn from this lesson:

In this lesson the students will learn where the weaving loom originated from through listening to an oral story read aloud to them. They will write a reflection paper and learn about the parts of the loom in Navajo and also through a hands-on activity of a construction of a miniature loom.

Curriculum standards addressed in this lesson:

Arizona's English Language Arts Standards – Common core

- **Speaking and Listening Standards – Comprehension and Collaboration**

1.SL.1 b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

- **Writing Standards – Text Types and Purposes**

1.W.3 Write narratives in which they recount two or more appropriately sequence events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Materials needed for the lesson:

- Book: Songs from the loom – A Navajo Girl Learns to weave, By: Monty Roessel
- Pencils
- Crayons
- Writing paper (Cut out in the shape of a loom/or a rug)
- Graphic organizer

Preparation of the environment:

- a. Seating arrangement: At the start of the lesson the students will be in cooperative learning groups. There will be a guest speaker, when the speaker arrives the students will be seated on the reading rug in a circular shape.

Lesson description

- a. Introduction/engagement:

At each group the students will find a set of photos (at their desk), the photos have areas of focus of the aspect of weaving, i.e., the loom, the weaving tools, grandmother/children weaving, plants used, sheep wool, and sacred land sites associated with weaving. The students will observe the pictures and discuss with a shoulder partner what weaving means to them.

- b. Development of the lesson:

Teacher will.../Student will...

- After viewing the pictures the TW have the students write down at least 2-4 questions they want to know about weaving, example: Who makes the loom and how long does it take? Does each part of the loom have a meaning? Do only girls/women weave? Can boys/men weave? How long does it take to weave a rug? How do you decide the shapes and colors? Where does the wool come from? What do they use to color it?
- SW be introduce to a very special guest speaker – elderly weaver from the local area.

- The speaker will present on the topic of “History of Navajo Weaving”, she will share with the students oral stories on the origin of weaving (Spider Woman) and how she learned to weave, also why culture is important to know. The speaker will tell the story in Navajo and English.
- The SW be given time to ask the guest speaker the questions they wrote down.
- After the oral story, the TW model to the students how to write a narrative story, recalling information they learned.
- SW write a rough using a graphic organizer or pictures to write a rough draft of the information they learned during the presentation.
- SW have their peers review their writing for any errors on punctuations, spelling, capitalizations and they will reread their papers. TW check it for the final edit.
- TW have a readymade journal paper in the shape of a loom or rug (front cover) and the SW write the title, design it, color it and cut it out.
- SW insert writing paper, then write their final draft to publish.
- TW display the students work on the bulletin board for view.
- Loom Activity: TW have the students construct a loom using construction paper and tag board.
SW trace and cut out the pre-made patterns of the loom, trace it on the construction paper and assemble it on tag board. Then students will use a pattern of a rug, to design a rug they are weaving with crayons. SW label the weaving loom parts with Navajo words.
Hands-on activity to construct a weaving loom. SW use popsicle sticks to construct a loom, use yarn to make the parts of the loom and weave a miniature rug.
- c. Closure exercise:
The students will make a collage of pictures that learned about weaving, including the history and the sacredness of the loom.
- d. Method of assessment:
The students writing will be assessed using the Writing Checklist to score the paper and through observation, the teacher will use the Communication Skills Rubrics for the class discussion. The students weaving looms will be graded using a rubric to check if it was properly assembled, label in English and Navajo.

Name(s): Virgilynn Shirley and Tina Zonnie

Select the **CONTEXT** where the words and phrases will be used in which meaning is situated for real purposes: SW to guest speaker and SWBA to retell the story in sequence.

LESSON 3

Set the environment for language learning:

- List how you plan to organize the learners:

Introduce words and phrases students will learn:

Say words/phrases at least 4 times while learners only LISTEN:

Na'ashjé'íí Asdzáá (Spider Woman, bee adzooi (combing), dah iistl'oo (loom), *bee adzo (baton), bee ahk'in lish (long flatten paddle), tlool (string/rope), t'l'izi, diyogi, alyaa, Ta'digeesh, taa'ii gone', naaki gone', aadoo, aakeedi*

- Repeat words and phrases in the same order **Words:**

Na'ashjé'íí Asdzáá (Spider Woman, bee adzooi (combing), dah iistl'oo (loom), *bee adzo (baton), bee ahk'in lish (long flatten paddle), tlool (string/rope), t'l'izi, diyogi, alyaa, Ta'digeesh, taa'ii gone', naaki gone', aadoo, aakeedi*

Phrases:

Demonstrate/Model for understanding (provide the visual):

Show what each word or phrase means; encourage learners to repeat words and phrases:

- List what strategies or activities to use:
 - Listen to the speaker as she present on the topic of "History of Navajo Weaving", she will share with the students oral stories on the origin of weaving (Spider Woman)

- Retell story in sequence using picture clues

Present each word and phrase in the same order as provided in the listening stage:

- List the order

Na'ashjé'íí Asdzáá (Spider Woman), bee adzooi (combing), dah iistl'oo (loom), *bee adzo (baton), bee ahk'in lish (long flatten paddle), tlool (string/rope),*

Interaction (language learning practice):

Learners say and use the words and phrases with you and/or other learners:

List one of the above Interaction strategy or activity to give more practice:

Lesson 3: Shi'ma, Where did the weaving loom come from?

What I want my students to learn from this lesson: In this lesson the students will learn where the weaving loom originated from through listening to an oral story read aloud to them. They will write a reflection paper and learn about the parts of the loom in Navajo and also through a hands-on activity of a construction of a miniature loom.

Write the procedure:

Lesson description

- e. Introduction/engagement: At each group the students will find a set of photos (at their desk), the photos have areas of focus of the aspect of weaving, i.e., the loom, the weaving tools, grandmother/children weaving, plants used, sheep wool, and sacred land sites associated with

<p>First of all: laa'iigone' ahoot'iid</p> <p>Second of all: naaki gone' ahoot'iid</p> <p>And then: aadoo</p> <p>Lastly: aadoo aadeedi ahoot'iid</p> <p>Language Patterns:</p> <p>laa'iigone' ahoot'iid, naaki gone' ahoot'iid, aadoo, aakeedi</p>	<p>tl'izi, diyogi, alyaa, Ta'digeesh, taa'ii gone', naaki gone', aadoo, aakeedi</p> <p>Use language pattern in the same order as above:</p> <ul style="list-style-type: none"> List the order <ul style="list-style-type: none"> bee adzooi (combing), dah iist'lo (loom), bee adzo (baton), bee ahk'in lish (long flatten paddle), tl'ool (string/rope), tl'izi, diyogi, alyaa, Ta'digeesh, taa'ii gone', naaki gone', aadoo, aakeedi 	<p>weaving. The students will observe the pictures and discuss with a shoulder partner what weaving means to them.</p> <p>f. Development of the lesson: Teacher will.../Student will...</p> <ul style="list-style-type: none"> After viewing the pictures the TW have the students write down at least 2-4 questions they want to know about weaving, example: Who makes the loom and how long does it take? Does each part of the loom have a meaning? Do only girls/women weave? Can boys/men weave? How long does it take to weave a rug? How do you decide the shapes and colors? Where does the wool come from? What do they use to color it? SW be introduce to a very special guest speaker – elderly weaver from the local area. The speaker will present on the topic of “History of Navajo Weaving”, she will share with the students oral stories on the origin of weaving (Spider Woman) and how she learned to weave, also why culture is important to know. The speaker will tell the story in Navajo and English. The SW be given time to ask the guest speaker the questions they wrote down. After the oral story, the TW model to the students how to write a narrative story, recalling information they learned. SW write a rough draft using a graphic organizer or pictures to write a rough draft of the information they learned during the presentation. SW have their peers review their writing for any errors on punctuations, spelling, capitalizations and they will reread their papers. TW check it for the final edit. TW have a readymade journal paper in the shape of a loom or rug (front cover) and the SW write the title, design it, color it and cut it out. SW insert writing paper, then write their final draft to publish.
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		<ul style="list-style-type: none"> • TW display the students work on the bulletin board for view. • Loom Activity: TW have the students construct a loom using construction paper and tag board. SW trace and cut out the pre-made patterns of the loom, trace it on the construction paper and assemble it on tag board. Then students will use a pattern of a rug, to design a rug they are weaving with crayons. SW label the weaving loom parts with Navajo words. Hands-on activity to construct a weaving loom. SW use popsicle sticks to construct a loom, use yarn to make the parts of the loom and weave a miniature rug. <p>g. Closure exercise: The students will make a collage of pictures that learned about weaving, including the history and the sacredness of the loom.</p> <p>h. Method of assessment: The students writing will be assessed using the Writing Checklist to score the paper and through observation, the teacher will use the Communication Skills Rubrics for the class discussion. The students weaving looms will be graded using a rubric to check if it was properly assembled, label in English and Navajo.</p> <p>Repeat words or phrases when learners are struggling with speaking/pronunciation</p> <p>Na'ashjé'íí Asdzáá (Spider Woman), bee adzooi (combing), dah iistl'o (loom), <i>bee adzo (baton)</i>, <i>bee ahk'in lish (long flatten paddle)</i>, <i>tl'ool (string/rope)</i>, tl'izi, diyogi, alyaa, Ta'digeesh, taa'ii gone', naaki gone', aadoo, aakeedi</p>
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Communication/Functional Use: _____

Check for learners' understanding and use of the words and phrases:

- List the strategy or activity to use to check for functional emergent (speak and use language learned) in **CONTEXT:**

Method of assessment:

The students writing will be assessed using the Writing Checklist to score the paper and through observation, the teacher will use the Communication Skills Rubrics for the class discussion. The students weaving looms will be graded using a rubric to check if it was properly assembled, label in English and Navajo.

Lesson 4: Beautiful Colors of grandma's rug

What I want my students to learn from the lesson:

In this lesson the students will be able to identify at least 4 (four) types of plants used to dye the wool for a Navajo rug. In the process the students will illustrate and label the plants used for the dye on a poster board. The students will use hands-on experience in the process of making dyes. The students will complete a chart on the life cycle of a plant in accordance to the science standard and will construct a flower, labeling all the parts while integrating the art.

Curriculum standards addressed in this lesson:

Arizona State Science Standards:

- **Concept 1: Characteristics of Organisms – Understand that basic structures in plants and animals serve a function**
 - PO 1. Identify the following as characteristics of living things:
 - Growth and development
 - PO 2. Compare the following observable features of living things:
 - Support – plant stems, tree trunks
- **Concept 2: Life Cycles**
 - PO 1. Identify stages of human life (e.g., infancy, adolescence, adulthood)
- **Concept 3: Organisms and Environments**
 - PO 1. Identify some plants and animals that exist in the local environment.

Arizona Reading Standards

- **Reading Standards for Informational Text: Key Ideas and Details:**
 - Key Ideas and Details
 - 1.RI.1 Ask and answer questions such as who, what , where, why and how about key details in a text.
 - Integration of Knowledge and Ideas
 - 1.RI.7 Use the illustrations and details in a text to describe its key ideas.

Materials needed for the lessons:

Activity 1:

- Book: Wisdom Weaver – Bina'nitin Bidziilgo Atłóhí by: Jann A. Johnson
 - Time Among The Navajo Traditional Life ways on the Reservation by: Kathy Eckles Hooker
- Plastic bags – quart size
- Drawing paper/construction paper
- Crayons/pencils
- Yarn
- Pictures of plants

- Plants – Sagebrush/dye color: yellow, Juniper tree (use twigs, berries)/dye color: Yellow green, Navajo Tea (use twigs and flowers)/dye color: gold, Prickly Pear cactus (use juice from cactus)/dye color: rose.

Activity 2:

- Dyeing material to make colors: Turmeric, Paprika, Cayenne Pepper, Cocoa Powder, Dry Mustard, Instant Coffee
- Cotton swabs
- Stryo foam cups
- Tag board paper
- Book: Goat in the Rug, by: Charles Blood and Martin Link
Songs from the loom – A Navajo Girl Learns to weave, By: Monty Roessel

Activity 3

- Science book: Scott Foresman Science
- 8 (eight) flowers
- Yarn assortment of colors
- Tag board or card board
- Scissors
- Pencils
- Art sand and glitter
- Model pictures of Parts of a Plant

Preparation of the environment:

- a. seating arrangement: The students are seated in cooperative groups of four and are seated according to academic needs. The students with special needs and those that are struggling with academic and language needs will be seated near the teacher's teaching proximity and will be paired with a study buddy. During the lesson the students will work in small groups to complete the lesson on wool dyeing and plant life cycle.

Lesson description

- a. The lesson will be introduced by having an open discussion of weaving through the showing of pictures and the reading of the story "Wisdom Weaver – Bina'nitin Bidziilgo Atłóhí "by: Jann A. Johnson. For one of the lessons there will be a guest speaker who is an elderly weaver from the community demonstrating the art of wool dyeing, she will is a fluent speaker in both English and Navajo.
- b. Development of the lesson:
Teacher will/Student will...
 - **Activity 1**
 - **What types of plants are used to dye wool?**
 - TW read the story "Wisdom Weaver – Bina'nitin Bidziilgo Atłóhí " to introduce the lesson.
 - TW will ask the following comprehension questions during the reading:
 - a. Do you have a family member that weaves? (a mom, grandmother)
 - b. Why is the sheep important for weaving?
 - c. Do you know what types of plants are used in the dyeing process to make the colors?
 - d. What kinds of tools are used to weave? Can you name at least one?
 - e. Would you like to learn to weave? Why?
 - f. Can rugs be a resource to the family?

- TW have a guest speaker visit the classroom to demonstrate the art and process of wool dyeing. The speaker will bring in a few examples of plants used, and show the students how to dye the wool from a sheep. Also show the students the how the store bought wool looks and feels like compared to the natural process wool.
- Wool dyeing process (demonstration by guest speaker)
 - a. The demonstrator will show the students the wool taken from a sheep, 100% wool.
 - b. For the safety of the students, the demonstrator will have the wool dyed from the plants but the TW show the students a video of the demonstrator dyeing the wool. The following is the process of the dyeing of the wool.
 - c. The demonstrator uses hot water, puts the natural plants in and lets it boil. Afterwards lets the color sets and strains the colored water. For example, when you take the Sagebrush – you will need 3 (three) pounds of leaves and twigs, this will make the color yellow.
 - d. She puts the wool into the water mixture and will continue to let it boil.
 - e. Then will check it – when it is the right color she will remove the wool and hang it up for a few minutes. Then gently squeeze it out and let it drip dry.
- TW and demonstrator will take the students on a nature walk. They will take a nature walk to a location where the plants can be found.
- The SW collect the four specific plants using the printed pictures as a guide and put them in a plastic bag. The teacher and demonstrator will assist the students to make sure they are collecting the correct plant.
- The TW along with the demonstrator will model how to put the plant chart together on the poster board.
- The SW construct a plant chart using the model as a guide, draw a picture of a rug on the middle. They will put all four plants on the board and use the yarn to identify the color that it matches to on the rug. The SW label each plant by writing the name of the plant in Navajo and English, and the color that it makes.
- **Activity 2**
- **We do it – Natural Dye Activity**
- The TW read a story previously read, “Goat in the Rug” placing emphasis on how Glenna Mae uses the dye to make the colors on her rug.
- TW provide the following dye material for the use in activity 2.
 - a. Turmeric (yellow)
 - b. Paprika (red-brown)
 - c. Cayenne Pepper (red)
 - d. Cocoa powder (beige)
 - e. Dry Mustard (pale green)
 - f. Instant coffee (brown)
- The TW place a set of cups containing the dye material prefilled with warm water.
- The TW have the students recall how the guest speaker used the natural plants to dye the wool and today they will use store bought items to recreate the process.
- The SW use a cotton swab to check the color of the dye, then they will place the swab in the solution and using the test strip of paper to draw a line to check the color of the dye.
- The SW work with their cooperative group and each SW create a rug design on the tag board using the dye material and cotton swab to paint designs of a rug.
- **Activity 3**
- **Parts of a Plant**

- The SW comprehend the growth of a plant, pollination, and life cycle of a flowering plant through the illustration of the plant cycle. The SW construct a flower using yarn to label the parts of a plant.
- The TW introduce the lesson by having the students watch a video on plants and their habitats. After the video, the TW distribute live flowers to each group (the flowers will still have their roots intact). The SW have a discussion on the live flowers. They will name the parts of the plant in Navajo.
- The TW ask the students the following questions:
 - a. How do plants live in their habitats
 - b. What do flowers need to grow?
 - c. What are roots and leaves?
 - d. How do parts of a plant help it live in its habitat?
- The TW will use a “KWL” graphic organizer to introduce the vocabulary (roots, stem, leaves, petals, pollen).
- SW work with a partner to discuss the parts of a plant.
- The SW work on a “Parts of a Plant” activity. The TW model had to do the activity.
- The SW cut out the pattern of a plant, glue the parts to a tag board, use a yarn to label the parts of the plant. SW write the names of the plant in Navajo.
 - a. Pattern of parts of a plant – cut it out
 - b. Glue the plant parts to the tag board (stem, root, leaves, petals) and label it with the yarn and use a marker to write the name to the parts.
 - c. SW use sand art to show the dirt and color/or use glitter on the flower parts.

Closure exercise:

The TW close the lesson by having the cooperative groups share their experience of the “Nature Walk” and what they learned from the guest speaker and share their poster with the class.

Methods of assessment:

Activity 1: The TW assess the students by having them complete a graphic organizer “Plant Log” to record the following: Photo of plant, plant name, color of dye, and indicate the part used from the plant to dye (i.e., flower, stems, twigs, roots and bark). The other assessment will be completed during the group construction of the poster board “Parts of a Plant”.

Activity 2: The TW assess the students through the design of the rug using the dye colors.

Activity 3: The SW take the assessment test for the lesson and through the observation of constructing their parts of a plant.

Name(s): Virgilyn Shirley and Tina Zonnie

Select the **CONTEXT** where the words and phrases will be used in which meaning is situated for real purposes: SWBAT listen and ask questions about story /identify parts of a plants and colors in Navajo

LESSON 4

Set the environment for language learning:

- List how you plan to organize the learners:

Introduce words and phrases students will learn:

Say words/phrases at least 4 times while learners only LISTEN:

Label the parts of a plant.

ch'il bílátah hózhóón (flower), bikétt'óól (root/stem), tsin bigaan (twigs), [azhíih](#) (bark), tsin bit'ąą (leaves/ petals), tádííín (pollen).

łitso (yellow), łichíí' (red), [yisht'izh](#)/dibéłchíí' (red-brown), dinootł'izh (pale green),

tó sidoh (hot water), yiłbéézh (boil)

Repeat words and phrases in the same order **Words:**

Phrases:

díí' ei ch'il bílátah hózhóón (flower) woolya

Demonstrate/Model for understanding (provide the visual):

Show what each word or phrase means; encourage learners to repeat words and phrases:

List what strategies or activities to use:

- Open discussion of weaving through the showing of pictures and the reading of the story "Wisdom Weaver – Bina'nitin Bidziilgo Atłóhí" by: Jann A. Johnson.
- A guest speaker demonstrating the art of wool dyeing, a fluent speaker in both English and Navajo (show video of dyeing wool)
- Show life cycle of a flowering plant

Present each word and phrase in the same order as provided in the listening stage:

- List the order

díí' ei ch'il bílátah hózhóón (flower) woolya

díí' ei bikétt'óól (root/stem) woolya

Interaction (language learning practice):

Learners say and use the words and phrases with you and/or other learners:

List one of the above Interaction strategy or activity to give more practice:

Lesson 4: Beautiful Colors of Grandma's Rug

What I want my students to learn from the lesson:

In this lesson the students will be able to identify at least 4 (four) types of plants used to dye the wool for a Navajo rug. In the process the students will illustrate and label the plants used for the dye on a poster board. The students will use hands-on experience in the process of making dyes. The students will complete a chart on the life cycle of a plant in accordance to the science standard and will construct a flower, labeling all the parts while integrating the art.

- Write the procedure:

Lesson description

- The lesson will be introduced by having an open discussion of weaving through the showing of pictures and the reading of the story "Wisdom Weaver – Bina'nitin Bidziilgo Atłóhí" by: Jann A. Johnson. For one of the lessons there will be a guest speaker who is an

<p>djǫ́' ei bikétl'óól (root/stem) woolya</p> <p>djǫ́' ei tsin bigaan (twigs) woolya</p> <p>djǫ́' ei azhííh (bark) woolya</p> <p>djǫ́' ei tsin bit'ąą (leaves/ petals) woolya</p> <p>djǫ́' ei tádííín (pollen) woolya</p> <p>Language Patterns:</p> <p>djǫ́' ei ch'il bílátah hózhóón (flower) át'é</p> <p>djǫ́' ei bikétl'óól (root/stem) át'é</p> <p>djǫ́' ei tsin bigaan (twigs) át'é</p> <p>djǫ́' ei azhííh (bark) át'é</p> <p>djǫ́' ei tsin bit'ąą (leaves/ petals) át'é</p>	<p>djǫ́' ei tsin bigaan (twigs) woolya</p> <p>djǫ́' ei azhííh (bark) woolya</p> <p>djǫ́' ei tsin bit'ąą (leaves/ petals) woolya</p> <p>djǫ́' ei tádííín (pollen) woolya</p> <p>Use language pattern in the same order as above:</p> <p>5. List the order</p> <p>ch'il bílátah hózhóón (flower), bikétl'óól (root/stem), tsin bigaan (twigs), azhííh (bark), tsin bit'ąą (leaves/ petals), tádííín (pollen).</p> <p>łitso (yellow), lichíí' (red), yisht'izh/dibéłchí'í (red-brown), dinootł'izh (pale green),</p> <p>tó sidoh (hot water), yíłbéézh (boil)</p>	<p>elderly weaver from the community demonstrating the art of wool dyeing, she will is a fluent speaker in both English and Navajo.</p> <p>d. Development of the lesson: Teacher will/Student will...</p> <ul style="list-style-type: none"> • Activity 1 • <u>What types of plants are used to dye wool?</u> • TW read the story “Wisdom Weaver – Bina’nitin Bidziilgo Atłóhí “ to introduce the lesson. • TW will ask the following comprehension questions during the reading: <ul style="list-style-type: none"> g. Do you have a family member that weaves? (a mom, grandmother) h. Why is the sheep important for weaving? i. Do you know what types of plants are used in the dyeing process to make the colors? j. What kinds of tools are used to weave? Can you name at least one? k. Would you like to learn to weave? Why? l. Can rugs be a resource to the family? • TW have a guest speaker visit the classroom to demonstrate the art and process of wool dyeing. The speaker will bring in a few examples of plants used, and show the students how to dye the wool from a sheep. Also show the students the how the store brought wool looks and feels like compared to the natural process wool. • Wool dyeing process (demonstration by guest speaker) <ul style="list-style-type: none"> f. The demonstrator will show the students the wool taken from a sheep, 100% wool. g. For the safety of the students, the demonstrator will have the wool dyed from the plants but the TW show the students a video of the demonstrator dyeing the wool. The following is the process of the dyeing of the wool. h. The demonstrator uses hot water, puts the natural plants in and lets it boil. Afterwards lets the color sets and strains the colored water. For example, when you take the Sagebrush – you will need 3 (three) pounds of leaves and twigs, this will make the color yellow. i. She puts the wool into the water mixture and will continue to let it boil.
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		<p>j. Then will check it – when it is the right color she will remove the wool and hang it up for a few minutes. Then gently squeeze it out and let it drip dry.</p> <ul style="list-style-type: none">• TW and demonstrator will take the students on a nature walk. They will take a nature walk to a location where the plants can be found.• The SW collect the four specific plants using the printed pictures as a guide and put them in a plastic bag. The teacher and demonstrator will assist the students to make sure they are collecting the correct plant.• The TW along with the demonstrator will model how to put the plant chart together on the poster board.• The SW construct a plant chart using the model as a guide, draw a picture of a rug on the middle. They will put all four plants on the board and use the yarn to identify the color that it matches to on the rug. The SW label each plant by writing the name of the plant in Navajo and English, and the color that it makes.• <u>Activity 2</u>• <u>We do it – Natural Dye Activity</u>• The TW read a story previously read, “Goat in the Rug” placing emphasis on how Glenna Mae uses the dye to make the colors on her rug.• TW provide the following dye material for the use in activity 2.<ul style="list-style-type: none">g. Turmeric (yellow)h. Paprika (red-brown)i. Cayenne Pepper (red)j. Cocoa powder (beige)k. Dry Mustard (pale green)l. Instant coffee (brown)• The TW place a set of cups containing the dye material prefilled with warm water.• The TW have the students recall how the guest speaker used the natural plants to dye the wool and today they will use store bought items to recreate the process.• The SW use a cotton swab to check the color of the dye, then they will place the swab in the solution and using the test strip of paper to draw a line to check the color of the dye.• The SW work with their cooperative group and each SW create a rug design on the tag board using the dye material and cotton swab to paint designs of a rug.
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- **Activity 3**
- **Parts of a Plant**
- The SW comprehend the growth of a plant, pollination, and life cycle of a flowering plant through the illustration of the plant cycle. The SW construct a flower using yarn to label the parts of a plant.
- The TW introduce the lesson by having the students watch a video on plants and their habitats. After the video, the TW distribute live flowers to each group (the flowers will still have their roots intact). The SW have a discussion on the live flowers. They will name the parts of the plant in Navajo.
- The TW ask the students the following questions:
 - e. How do plants live in their habitats
 - f. What do flowers need to grow?
 - g. What are roots and leaves?
 - h. How do parts of a plant help it live in its habitat?
- The TW will use a “KWL” graphic organizer to introduce the vocabulary (roots, stem, leaves, petals, pollen).
- SW work with a partner to discuss the parts of a plant.
- The SW work on a “Parts of a Plant” activity. The TW model had to do the activity.
- The SW cut out the pattern of a plant, glue the parts to a tag board, use a yarn to label the parts of the plant. SW write the names of the plant in Navajo.
 - d. Pattern of parts of a plant – cut it out
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 - f. SW use sand art to show the dirt and color/or use glitter on the flower parts.

Closure exercise:

The TW close the lesson by having the cooperative groups share their experience of the “Nature Walk” and what they learned from the guest speaker and share their poster with the class.

Methods of assessment:

Activity 1: The TW assess the students by having them complete a graphic organizer “Plant Log” to record the following: Photo of plant, plant name, color of dye, and indicate the part used from the plant to dye (i.e., flower, stems, twigs, roots and bark). The other assessment will be completed during the group construction of the poster board “Parts of a Plant”.

		<p>Activity 2: The TW assess the students through the design of the rug using the dye colors.</p> <p>Activity 3: The SW take the assessment test for the lesson and through the observation of constructing their parts of a plant.</p> <p>Repeat words or phrases when learners are struggling with speaking/pronunciation</p>
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Communication/Functional Use: _____

Check for learners' understanding and use of the words and phrases:

- List the strategy or activity to use to check for functional emergent (speak and use language learned) in **CONTEXT:**

Methods of assessment:

Activity 1: The TW assess the students by having them complete a graphic organizer "Plant Log" to record the following: Photo of plant, plant name, color of dye, and indicate the part used from the plant to dye (i.e., flower, stems, twigs, roots and bark). The other assessment will be completed during the group construction of the poster board "Parts of a Plant".

Activity 2: The TW assess the students through the design of the rug using the dye colors.

Activity 3: The SW take the assessment test for the lesson and through the observation of constructing their parts of a plant.

How can students demonstrate what they know at the end of this unit? (What are your final assessments?) Be specific and must measure the unit goals.

The assessment for the thematic unit will be measured at the end of each lesson/activity.

Lesson 1

Students will be given the sequencing assessment. TSW cut out the picture squares and glue them in the correct order, from first to last.

Extension: Students will sequence the order of weaving a rug, and the tools that are used for each part of weaving. They will name the tools in Navajo and match the terms.

Lesson 2

Students will be given the geometric log assessment, they will categorize and describe the shapes they learned about by identifying the shape, name and description of the shades (how many vertices) using the Navajo and English terms.

Lesson 3

The students writing will be assessed using the Writing Checklist to score the paper and through observation, the teacher will use the Communication Skills Rubrics for the class discussion. The students weaving looms will be graded using a rubric to check if it was properly assembled, label in English and Navajo.

Lesson 4

Activity 1: The TW assess the students by having them complete a graphic organizer “Plant Log” to record the following: Photo of plant, plant name, color of dye, and indicate the part used from the plant to dye (i.e., flower, stems, twigs, roots and bark). The other assessment will be completed during the group construction of the poster board “Parts of a Plant”.

Activity 2: The TW assess the students through the design of the rug using the dye colors.

Activity 3: The SW take the assessment test for the lesson and through the observation of constructing their parts of a plant.

Sketch out a general timeline for when you will do the major activities/lessons of the unit. What sorts of activities will you use, and when? Be specific and describe in detail the activities.

What materials do you need to make or gather? What advance arrangements need to be made? What resources (visuals, props, cultural items, etc.) will you and your students need?

Lesson 1

- Book: The Goat in the Rug, written by Charles L. Blood and Martin Link
- Handouts – sequencing of events from the book/sentence strip with pre-written events for sequencing
- Large piece of white paper (KWL chart)
- Black marker
- Scissors

Lesson 2

- Book: “Navajo Rug Designs” by: Susan Lowell and “Goat in the Rug” by: Charles Blood and Martin Link.
- Geometric Manipulatives, geometric tiles
- Visual posters/pictures of the shape and their names posted in English and Navajo

- Colored pictures of Navajo rugs printed off the internet that is enlarged (Large enough for the students to see the shapes used in the rug)
- Collage materials: variety of colored construction paper, glue, scissors, geometric shapes, pencils, markers, advance organizer of a premade rug with patterns, advance organizer of a blank rug, ruler

Lesson 3

- Book: Songs from the loom – A Navajo Girl Learns to weave, By: Monty Roessel
- Pencils
- Crayons
- Writing paper (Cut out in the shape of a loom/or a rug)
- Graphic organizer

Lesson 4

Activity 1:

- Book: Wisdom Weaver – Bina’nitin Bidziilgo Atłóhí by: Jann A. Johnson
Time Among The Navajo Traditional Life ways on the Reservation by: Kathy Eckles Hooker
- Plastic bags – quart size
- Drawing paper/construction paper
- Crayons/pencils
- Yarn
- Pictures of plants
- Plants – Sagebrush/dye color: yellow, Juniper tree (use twigs, berries)/dye color: Yellow green, Navajo Tea (use twigs and flowers)/dye color: gold, Prickly Pear cactus (use juice from cactus)/dye color: rose.

Activity 2:

- Dyeing material to make colors: Turmeric, Paprika, Cayenne Pepper, Cocoa Powder, Dry Mustard, Instant Coffee
- Cotton swabs
- Styro foam cups
- Tag board paper
- Book: Goat in the Rug, by: Charles Blood and Martin Link
Songs from the loom – A Navajo Girl Learns to weave, By: Monty Roessel

Activity 3

- Science book: Scott Foresman Science
- 8 (eight) flowers
- Yarn assortment of colors
- Tag board or card board
- Scissors
- Pencils
- Art sand and glitter
- Model pictures of Parts of a Plant

Discussion of the texts according to the six purposes found on “Making It Happen” (pp. 306-307)

The books that we choose for our “Thematic Unit” were the following books, “Navajo Rug Designs” by: Susan Lowell , “Goat in the Rug” by: Charles Blood and Martin Link, “ A Navajo Girl Learns to weave” By: Monty Roessel Wisdom Weaver – Bina’nitin Bidziilgo Atłóhí by: Jann A. Johnson and a “Science” book published by: Scott Foresman which is district approved. The first four books are based on our Navajo culture and way of life; the other book is an academic science book that is use in school. Each of the books are authentically written to teach the students lessons that they could use in the real life and the books that are about the Navajo people teach values that are important to know. Weaving teaches important lessons about life and the prayers that go with our Navajo people’s way of life.

As an educator, who is Navajo and is knowledgeable of the Navajo language and culture can take one of these books and incorporate it into the academic classroom to make learning about the content of the books meaningful to the students. A person literate in the Navajo written language could transcribe the books into the Navajo language, with the exception of the book written by Jann A. Johnson. Her book is already written in both Navajo and English. The lessons incorporated in the thematic unit that we created are both in English and Navajo. This is evident that lessons can be developed from the literature that was chosen for the thematic unit because we took the books and discussed what lessons we could generate using the stories about weaving a rug, also using the information that each book offered. We use the science book to help develop the lesson on the plants that are used in the process of rug weaving.

In each of the literature that was used to generate the lesson plans they had real-life pictures that relate to the lesson plan, except the book called Wisdom Weaver which had sketched drawings that were illustrated but still related to the life of the family member that told about weaving. In the lessons the students learned how to work in cooperative groups, had discussions with their shoulder partners, and listen to stories to answer comprehension questions that were generated by the teacher. These stories helped the students to learn important skills that would help them in their real-life. Each of the books has a series of vocabulary words that the teacher can introduce to the student and put them in the Navajo language.

Literature can connect a student to different cultures around the world and expose them to a variety of the way of life for that culture they may be reading about. Although the books that we used are connected to the Navajo culture, the students are learning about their culture. In our generation today many of the youth aren't aware of their cultural teachings and how to speak their language. In the literature books that were presented, the student will be able to learn about the art of weaving, how math is a part of making the designs, there are teaching about life in the weaving process and how it was given to the people, and it does develop high order thinking skills. It gives the students the opportunity to speak to their family members especially the woman folk in their family about weaving and can motivate them to want to learn how to weave and ask questions about their culture or traditions.

I believe that the students in upper grades can write a research paper on the topic of weaving, for example the types of plants that the weaver uses to dye the wool and what knowledge about plants is important, they could write a paper on the weaver and how they became a weaver, also how weaving was important to the economics lifestyle of the families as well as the raising of sheep. The students in high school could write a research paper that involves interviewing a weaver from the community and do a presentation of the information they learned about. For the students in the elementary grades they could write a simple narrative story on weaving a rug. Their stories could have characters, a setting and a plot; they also could illustrate the story.

The students at elementary level can use the following two books in a read aloud, *The Goat in the Rug* and *Wisdom Weaver*. The teacher would have to make sure that there are enough books for the students to do the read aloud. The teacher could also develop the two books into a reader's theater, but it would be limited on characters for the role playing part of the story. The literature can be used for discussion on the topic, such as the plants, the design, the dyeing of the wool, the role of the weaver in using technique to weave a rug and how geometric shapes are used in the design of rugs.