**Week 1**

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| --- | --- | --- | --- | --- | --- |
| **Grades K-2** | **DAYS** | | | | |
| **Essential Question:** How do Navajo weavers create their rugs? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Read Aloud**   * Text-based comprehension * Text-based discussion |  | | | | |
| **Main Selection (Read Aloud)**   * Text-based comprehension * Text-based discussion   (Whole and Small Group) | **The Goat in the Rug** (Narrative Nonfiction, 820L)   * All activities and discussions should be guided by the **Text X-ray** summary * Think Through the Text #1, 9 * Respond to text questions orally and/or in writing from the Guided Summary – Oral Language cards | | | | |
| **Building Knowledge**   * Read Aloud * Leveled Readers * Paired Text (Read Together) * Supplemental Materials   (Whole and Small Group) |  |  |  |  |  |
| **Vocabulary**  Drawn from the texts | warrior, weave, sharpening, strands, lather, carding combs, yarn, spindle, dye, pattern, duplicated, loom | | | | |
| **Foundational Skills**   * Phonemic Awareness * Concepts of Print * Fluency * Word Work * Phonics and high-frequency words * Decoding/Encoding | Follow the daily **Phonics** and **Fluency** sequence of activities | | | | |

**Week 1**

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| --- | --- | --- | --- | --- | --- |
| **Grades K-2** | **DAYS** | | | | |
| **Essential Question:** How do Navajo weavers create their rugs? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Language/ Syntax**   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities | | | | |
| **Writing**   * Response to text * Culminating task   Aligned with the EQ and topic | Reader’s Notebook p. 119-120 (sequence story and draw about tools)  Culminating Writing: Why is this story called, “The Goat in the Rug”? or  Which step in creating a Navajo rug do you think would the hardest? Support your answer with facts you learned from reading the story. (This prompt is is from the Classroom Conversation directions.) | | | | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.2.1, RI.2.3, RI.2.7, RI.2.10 | | | | |
| Writing  W.2.1, W.2.2 | | | | |

**Week 2**

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| **Grades K-2** | **DAYS** | | | | |
| **Essential Question:** How is weaving important to the Navajo people and others? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Read Aloud**   * Text-based comprehension * Text-based discussion |  | | | | |
| **Main Selection**   * Text-based comprehension * Text-based discussion |  | | | | |
| **Building Knowledge**   * Read Aloud * Leveled Readers * Paired Text (Read Together) * Supplemental Materials   (Whole/Small Group, Independent work)  *All students experience all texts and resources regardless of level.* | **Paired Text**   * Basket Weaving   **From the Leveled Readers:**   * Vocabulary Reader: Weaving * From Sheep to Sweater * Wool * Textiles from Around the World   **Other Resources:**   * Navajo Rug Weaving ~ Monument Valley (YouTube)   <https://www.youtube.com/watch?v=DeAlIgHhPAE>   * 150 Years of Navajo Weaving – Interview with the museum curator video <http://www.statemuseum.arizona.edu/exhibits/navajoweave/video/interview.shtml> * Photograph of a Navajo weaver outside her hogan   <http://kids.britannica.com/comptons/art-136493/A-Navajo-weaves-a-traditional-rug-outside-her-hogan> | | | | |
| Vocabulary  Drawn from the texts | Rolling Vocabulary activity | | | | |

**Week 2**

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| --- | --- | --- | --- | --- | --- |
| **Grades K-2** | **DAYS** | | | | |
| **Essential Question:** How is weaving important to the Navajo people and others? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Foundational Skills**   * Phonemic Awareness * Concepts of Print * Fluency * Word Work * Phonics and high-frequency words * Decoding/Encoding | Follow the daily **Phonics** and **Fluency** sequence of activities | | | | |
| **Language/ Syntax**   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities | | | | |
| **Writing**   * Response to text * Culminating task   Aligned with the EQ and topic | How does what you’ve learned about weaving this week add to what you learned in The Goat in the Rug? | | | | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.2.1, RI.2.3, RI.2.7, RI.2.10 | | | | |
| Writing  W.2.2, W.2.8 | | | | |