**Week 1**

|  |  |
| --- | --- |
| **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**

|  |  |
| --- | --- |
| **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 TextRI.2.1, RI.2.3, RI.2.7, RI.2.10 |
| WritingW.2.1, W.2.2 |

**Week 2**

|  |  |
| --- | --- |
| **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>  |
| VocabularyDrawn from the texts | Rolling Vocabulary activity  |

**Week 2**

|  |  |
| --- | --- |
| **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 TextRI.2.1, RI.2.3, RI.2.7, RI.2.10 |
| WritingW.2.2, W.2.8 |