Sheep/Wool: Thematic Unit
3rd - 4th Grades

Subject: Language Arts / Reading

Introduction:
The Goat in the Rug shows an example of Expository writing or writing that informs or explains. Children will be familiar with the process of creating a rug from their cultural background.

Standards:
1. Use structural analysis skills such as identifying root words, prefixes, suffixes, and word origins to decode words unfamiliar in print.
2. Use reading strategies such as making inferences and predictions, summarizing, paraphrasing, differentiating fact from opinion, drawing conclusions, and determining the author's purpose and perspective to comprehend written selections.

Outcomes/Objectives:
The student will be able to identify main idea, author's purpose, feeling, and point of view of the text with 80% accuracy. The student will be able to summarize the text in their own words with 80% accuracy.

Implementation:
Introduce the story:
1. Ask students how many have grandmothers who make rugs. Do they ever visit them at sheep camp? Have they ever seen their grandmother make a rug? Today we're going to read a story about a goat name Geraldine and her friend Glee'Nasbah.
2. Read page 1 & 2 out loud to the students. Have them "buddy-buzz" and tell you who is telling the story.
3. Distribute the following questions and have children discuss answers.
   a. Have you ever made something by hand? What was it? How did you make it?
   b. Explain what Geraldine meant when she said "a little of me was hung up in the sun." How does this explain the title of the story?
   c. How did Glenmae weave the wool into the rug?
   d. Explain why Geraldine hoped she and Glenmae would make another rug soon? Have everyone get in partner position and read half of the story silently and discuss the first two questions. Have them read the rest of the story out loud (each person reads one paragraph, taking turns). Have them "buddy-buzz" and answer the last two questions.

Assessment:
Have the students answer the following questions by themselves:
1. Geraldine said Glenmae decided to weave her into a rug. What did she mean by that statement?
2. What is the process to prepare the wool, to be made into a rug? What are the steps, list them in order.
3. List at least three things Glenmae did before she started weaving the rug? (Loom, poles, etc.)
4. How do you think Glenmae felt about her rug?

Extensions / Modification / Accommodations Writing:
Have the students write down directions for making a rug. Try not to forget any steps. Draw a picture of your rug design.

Do you have a favorite toy or an outfit that was made by hand? What is it? Who made it? Why is it so special? Draw a picture of it. Instead of writing down directions, the students may draw the steps to prepare the wool for rug making:

It took six steps for Glenmae to get the wool ready for rug weaving. Have the children fold paper into six boxes and number each box. Have each student write a sentence and draw a picture to go along with the sentence. Help students to be sure that their events are in the correct sequence to match the story. For students needing modifications you may want to have the students draw the pictures in the correct sequence. They may also draw a picture of their favorite outfit or hand
made toy and write one sentence why it is so special to them. You may want to visit a sheep camp and have grandmother demonstrate the steps for preparing the wool. Visit the sheep corral and later have a meal of mutton stew and fry bread. You also might have grandmother butcher a sheep. The teacher will need to use her own judgment on the last suggestion. You might have students who are too sensitive to participate or observe butchering. I find most Navajo children see this as a natural process in the sheep's life.

Reflections:
The students enjoy this story immensely because of their own prior knowledge. They also come up with very creative designs for their rugs.

Resources/Materials:
Mohair spindle rug (if available) wool carding tools
The Goat in the Rug Charles Blood & Martin Link

Vocabulary:
Carding, combs, yucca, plant, wool, weave, dye, loom, mohair, spindle, battens, comb, Glenmae Geraldine

Teacher will orally read words and models pronunciation. Have students read words chorally reading after the teacher. Give kid friendly meanings to the words.

Ask the students to "buddy-buzz" and predict what we're going to do with the materials. What do we use them for? What do you think the story will be about?

Other stories:
A New Coat for Anna Harriet Ziefert
Charlie Needs a Cloak Tomie de Paola

Subject: Language Arts / Poetry

Introduction:
Students need to experience rhyming and non-rhyming as well as structured and non-structured patterns allowing the writer unlimited choice of expression. Editing is an important part of the writing process. Editing and rewriting make it possible to express what is felt with precise language.

Standards:
1. Use correct spelling, punctuation, capitalization, grammar, and usage, along with varied sentence structure and paragraph organization, to complete effectively a variety of writing tasks
2. Write a response to a literary selection by supporting their ideas with references to the text, other works, or experiences

Outcomes / Objects:
1. The student will be able to write a poem, given a poetry pattern with 80% accuracy.

Implementation:
2. Use the overhead to list similarities and differences (Venn diagram).
3. Tell students that they will be poets today. They will compose a Cinquain poem
4. Distribute a copy of the Cinquain template to everyone. Have students read, discuss, and analyze poetry. You may also have other poems you have saved from the previous year that students have composed.
5. Share your own Cinquain poem (incorporating cultural component):
   Tortillas
   Round, warm
   Rolling, flipping, turning
Warm and tender
Golden bread

6. "Buddy-buzz" and brainstorm ideas for each teams' poem. Have one or two teams share their poems with the class.

7. Distribute template, have each child compose its own Cinquain poem. For special students you may pair them up in teams.

Assessments:
1. Students will orally read their poems to the class.
2. Students will also turn in a copy of their poem. Did each student follow Cinquain template. You may use it as a rubric for grading purposes.

Extensions / Modification / Accommodations:
Students can try writing Diamond Poetry, which is very similar, except top and bottom lines are opposite. Poetry can be improved with the use of a thesaurus to improve their word usage so they express precisely what they are describing. You may want to utilize a word list that children brainstorm before the activity. Keep the list posted in the classroom or on an overhead. You may also want to create a template to assist them with their compositions.

Resources / Materials:
Copy of pattern: Cinquain
Poem template: Cinquain & Diamond poem
Charlie Needs a Cloak Tomie de Paola

Cinquain Poem

One noun (subject)

Adjective (write two words to describe noun)
__________ing __________ing __________ing

Write three verbs with "ing" suffix (descriptive action words)

Three to four word phrase about the noun (make a short statement)

A synonym or two to describe the noun at the beginning of poem

Subject: Social Studies / Clan System

Introduction:
Having respect for one's self and mother earth is very important to the Navajo. Children need to learn their four clans in order to live in harmony with mother earth. Knowing their four clans is important in order to keep future generations healthy and respectful. Children need to know who they are related to and with whom to establish personal relationships with.

Outcomes / Objectives:
1. The student will be able to identify their four clans.
2. The student will be able to associate his mother's clan as being his/her first clan.
3. The student will be able to recognize the stories and symbols that are associated with their clans.
4. The student will be able to identify clans that are related to him/her.

Implementation:
1. A week or two before starting the unit, student's parents need to fill out a clan chart. You could do this the first day of school. Some of their cum-folders already have this information written in. Have four clans listed and color-coded for the students.
2. Items should be displayed on a table. The teacher should have a chart or word wall for the vocabulary list. Another idea is to have a bulletin display with the maps, Navajo pictures, clans, and kinship chart, for the student and teacher to refer to.

3. Go over the vocabulary. Have students listen as teacher models. Have children do a choral response the second time you pronounce the words. Go over the Kinship chart. Listen and find out how many words they already know how to identify.

4. Read pages 1-5 of the book: Tonibah and the Rainbow. Ask children to buddy-buzz and name some persons in the book. As students give answers, list them on the board creating a web. Ask children about their clans. Have them identify as many as they know. Some children will be able to orally say their clans, but not the majority. Give a lot of verbal praise for those that know their clans.

Teacher Input:
1. The teacher will introduce pictures for and discuss the four original clans: Kiyaa anii Honaghanii Todich nii Hashtl ishnii
2. The teacher will read and review clan story for background information.
3. The teacher will give each child a list of its four clans. Have them group themselves according to their clan. If this is too difficult, have them color code their clan with the teacher's assistance.
4. Explain how clans are related and how each student is related to one another. Have them make a chart with everyone who is related to them and post.
5. The children will not learn all their four clans after this lesson. Recognizing and learning their clans is an ongoing process they will need daily practice.

Assessment:
1. The teacher needs to observe how children interact with one another. Are they able to verbally say their clans? Are they able to recognize other children who are related to them?
2. You are not actually going to test children on their clans, but eventually you want them to verbally say their clans. The next step would be for them to be able write there four clans down. They need to recognize the importance of their four clans in order to live in harmony with mother earth and have a stronger "self identity."

Extensions / Modifications:
1. Display pictures of student's clan symbol and do the following activities with children:
   a. Bitter water: (Todik ozhzi) show clan symbol to do the activity, mix water and lemon to make the water taste bitter
   b. Red Running into water: (Tachii nii) mix red paint with water, to symbolize this clan
   c. Salt Clan (Ashii hi) grind raw salt
2. You could do various other clans to help children remember their clan. Have students take charts home; it will help them remember.
3. Set up a table / display to talk about items children brought in that belong to their grandmother or mother. Have children take a turn talking about their item. Ask the children to share and discuss why the objects are special to them.
4. Help children do a family tree of immediate family. Have children bring in photographs of their family. They may share and talk about their family with the class.

Resources / Materials:
K E-kinship chart Navajo Nation Map United States Map
Navajo Hogan picture black wool yucca leaf
Color kernel corn sagebrush branch rock, sand
Reeds salt
Clan symbols: Kiyaa anii Honaghanii Todich nii Hashtl ishnii
Book: Tonibah and the Rainbow Jack L. Crowder

Vocabulary:
Shi / self Nishti / I am Bashishchiin / I am born for
Shichei ei / my maternal grandfather is Shina li ei / my paternal grandmother
Subject: Science

Introduction:
Help your class explore the world of color. By using a mixture of food coloring and water they can experiment with the primary colors of red, yellow, and blue. This activity will also give them practice controlling their movements and using the eyedropper as a scientific tool.

Standards:
Identify a question, formulate a hypothesis, control and manipulate variables, devise experiments, predict outcomes, compare and analyze results, defend conclusions.

Outcomes / Objective:
1. The students will be able to conclude when two primary colors are mixed together, they will make a different color with 100% accuracy.
2. The students will be able to predict results with 80% accuracy.
3. The students will be able to conduct an experiment with 80% accuracy.
4. The students will be able to record their conclusions with 80% accuracy.

Implementation:
Have one child from each team get their supplies.

Procedure:
1. Put five to ten drops of red food coloring into a clear container. Add water to get a deep shade of red. Do the same to get blue water and yellow water.
2. Supply one eyedropper for each color.
3. Before they begin to mix colors, have them predict what will happen and record. What will happen when you mix red and yellow? What will happen when you mix red, yellow, and blue? Have them record their predictions on their sheet.
4. Have each child experiment by dropping small amounts of colors onto their paper towels, using a spoon or their dropper. Mix red and yellow. Mix blue and yellow. What color did you make when you mix red, yellow, and blue? Can you make purple? Were your predictions correct?

After groups have completed results and discussed conclusions, you may read Mouse Paint. Have the children listen to how the mice in the story discover new colors when painting.

Assessment:
You will use the record page of the children’s prediction and conclusions. You will also make notes as children go through the science experiment. You will observe the children in their group participation.

Extensions / Modification:
If it is too much trouble to mix all the paint, you may have the children cut out tag board circles and divide each circle into eight equal parts. Have children color each part, alternating red and yellow. Color the next circle blue and yellow. The last circle, color red, yellow and blue. Place a thumbtack in the middle of the circle and push the tack into the eraser on a pencil. Spin the circle. What color do you see? Experiment with other color combinations. With young children you might
have them poke a pencil point through the center of the circle. Give the pencil a spin. Have them conduct the experiment using this procedure.

**Resources / Materials:**
Book: Mouse Paint Ellen Stoll Walsh
Food coloring: red, yellow, and blue, for each group of four eye droppers: 3 per group
Clear plastic containers: small, 3 per group
Paper towels
Small spoons

**The Scientific Method**
1. What do you want to find out? (PURPOSE)
2. What do you think will happen? (HYPOTHESIS)
3. What do you need to use? (MATERIALS)
4. What will you do to find out? (PROCEDURES)
5. What happened? (RESULTS)
6. What did you learn? CONCLUSIONS)