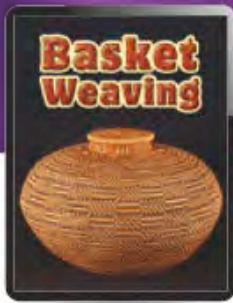


Lesson

23



TARGET VOCABULARY

yarn
strands
spinning
dye
weave
sharpening
duplicated
delicious

Vocabulary Reader



Context Cards



L.2.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts

Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Talk about a picture. Use a different Vocabulary word from the one on the card.

1

yarn

People use **yarn** to knit sweaters, hats, and mittens.



2

strands

The **strands** of yarn are tied into knots at the bottom of this rug.



3

spinning

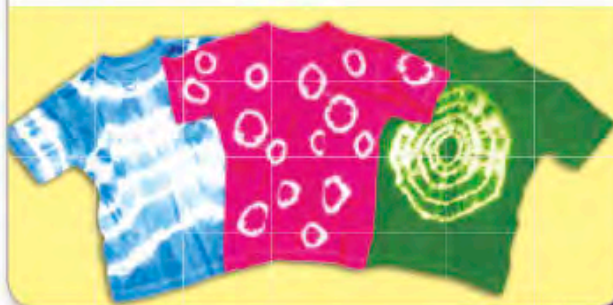
It takes a lot of practice **spinning** chunks of wool into thin yarn.



4

dye

These shirts are soaked in **dye** to make them colorful.



5

weave

This woman will **weave** dried grasses into baskets.



6

sharpening

This pencil does not need **sharpening** anymore!



7

duplicated

Some colors on this rug are **duplicated**. They appear again and again.



8

delicious

This baker makes **delicious** cakes. They are very tasty!





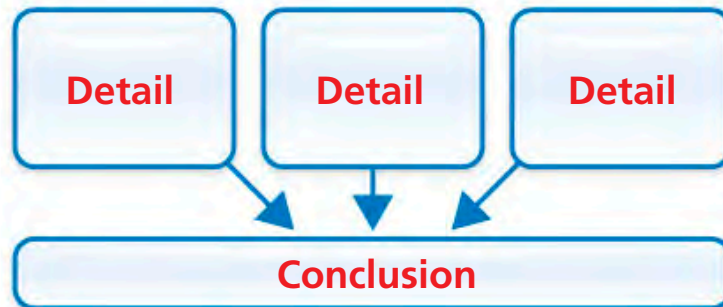
Read and Comprehend



✓ TARGET SKILL

Conclusions In *The Goat in the Rug*, the authors do not tell you everything you need to know. Ask questions about details in the words and pictures. Looking for text evidence will help you make a smart guess about what is happening. Making a smart guess is called drawing a **conclusion**.

A chart like this can help you record details and conclusions.



✓ TARGET STRATEGY

Summarize As you read, stop to tell the most important ideas in your own words.

PREVIEW THE TOPIC

Visual Arts

Visual art is art that you look at, like a drawing or a sculpture. Artists use different things to make visual art. Some use paint to create their art. Others use metal, wood, or clay. Even yarn can be used to create art.

In *The Goat in the Rug*, you will learn about the art of weaving a rug. The artist in the selection uses yarn to make colorful patterns in her rugs.



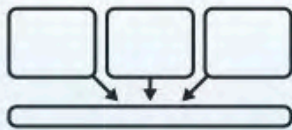
Lesson 23

ANCHOR TEXT



✓ TARGET SKILL

Conclusions Use details to figure out more about the text.



✓ GENRE

Narrative nonfiction tells a true story about a topic. As you read, look for:

- ▶ a setting that is real
- ▶ events in time order
- ▶ facts and information

COMMON CORE **RI.2.1** ask and answer questions to demonstrate understanding of key details; **RI.2.3** describe the connection between a series of historical events/scientific ideas/steps in technical procedures; **RI.2.10** read and comprehend informational texts

MEET THE AUTHORS

**Charles L. Blood
and Martin Link**



These two authors wrote *The Goat in the Rug* from the point of view of Geraldine, the goat. Charles L. Blood also wrote a book about Native American crafts and games. Martin Link was once a ranger with the National Park Service in Arizona.

MEET THE ILLUSTRATOR

Nancy Winslow Parker



When Nancy Winslow Parker was a kid, she looked forward to spring cleaning. That was when her mom put new shelf paper in the kitchen cabinets and dresser drawers. The lucky young artist was given all the old paper to draw on!

THE GOAT IN THE RUG

BY GERALDINE

as told to Charles L. Blood and Martin Link
illustrated by Nancy Winslow Parker



ESSENTIAL QUESTION

How is art connected to
the past?

My name is Geraldine and I live near a place called Window Rock with my Navajo friend, Glenmae. It's called Window Rock because it has a big round hole in it that looks like a window open to the sky.

Glenmae is called Glenmae most of the time because it's easier to say than her Indian name: Glee 'Nasbah. In English that means something like female warrior, but she's really a Navajo weaver. I guess that's why, one day, she decided to **weave** me into a rug.



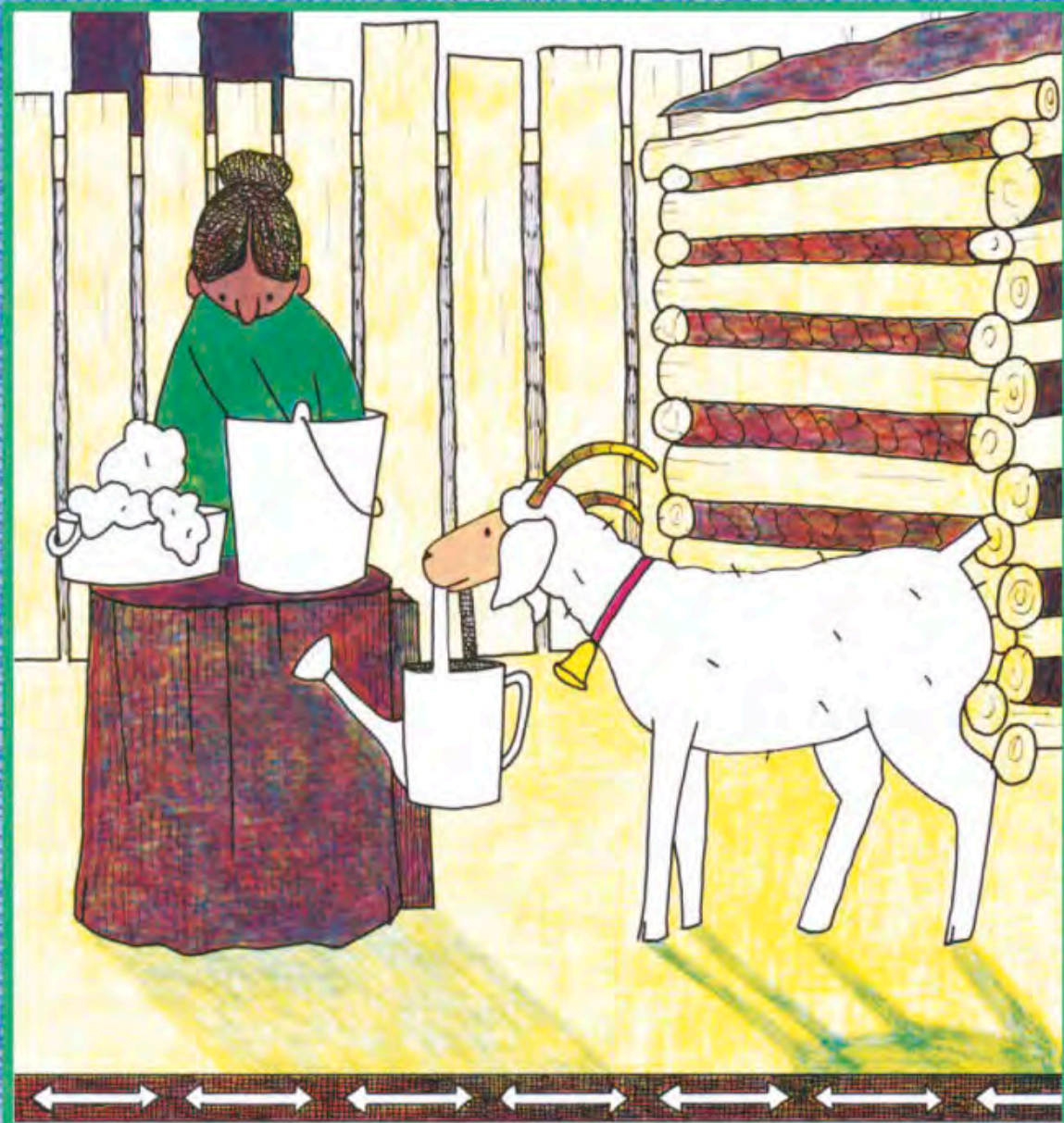
I remember it was a warm, sunny afternoon.
Glenmae had spent most of the morning **sharpening** a
large pair of scissors. I had no idea what she was going
to use them for, but it didn't take me long to find out.





Before I knew what was happening, I was on the ground and Glenmae was clipping off my wool in great long **strands**. (It's called mohair, really.) It didn't hurt at all, but I admit I kicked up my heels some. I'm very ticklish for a goat.

I might have looked a little naked and silly afterwards, but my, did I feel nice and cool! So I decided to stick around and see what would happen next.

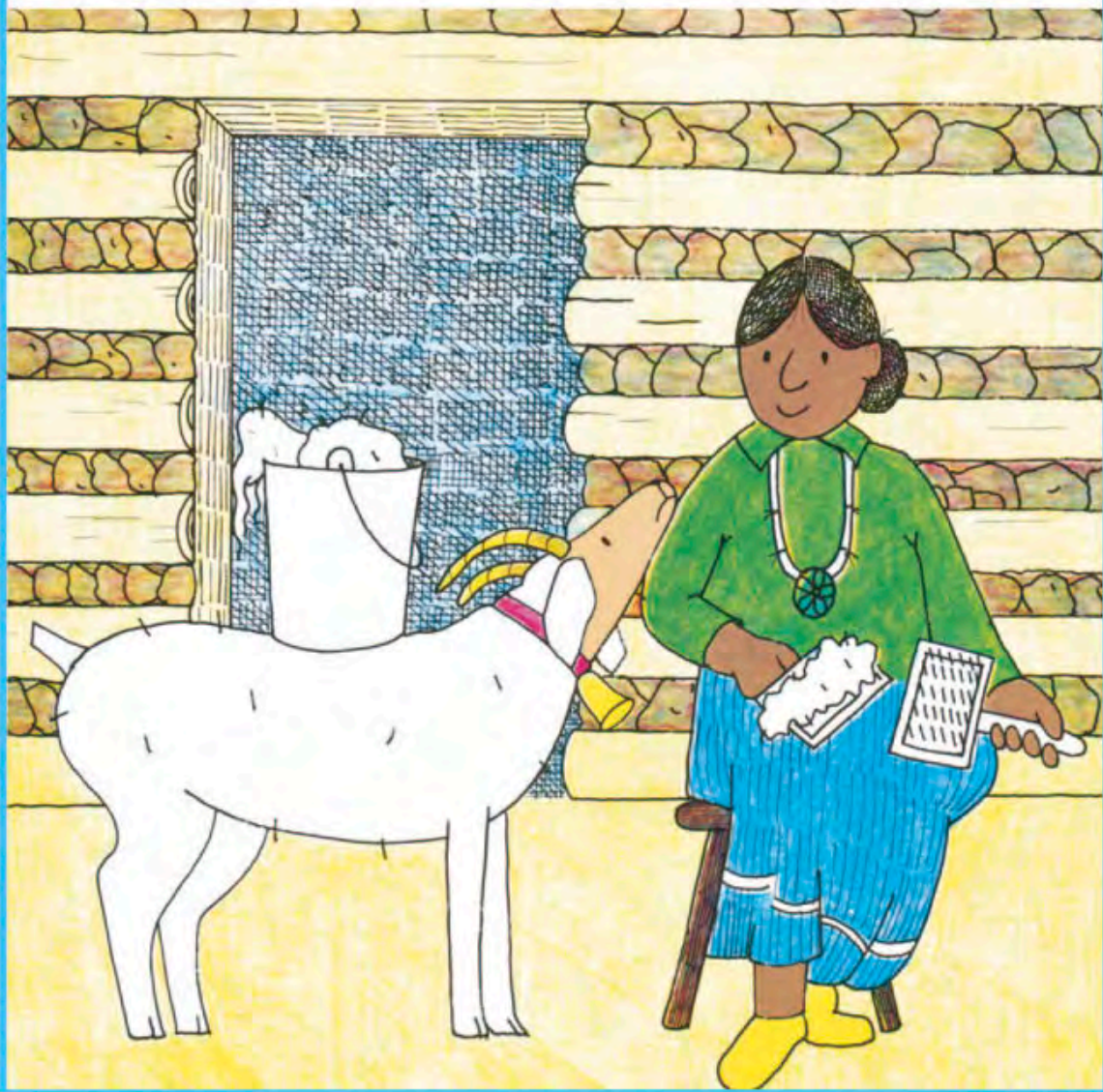


The first thing Glenmae did was chop up roots from a yucca plant. The roots made a soapy, rich lather when she mixed them with water.

She washed my wool in the suds until it was clean and white.

After that, a little bit of me (you might say) was hung up in the sun to dry. When my wool was dry, Glenmae took out two large square combs with many teeth.

By combing my wool between these carding combs, as they're called, she removed any bits of twigs or burrs and straightened out the fibers. She told me it helped make a smoother **yarn** for **spinning**.



ANALYZE THE TEXT

Sequence of Events Retell what Glenmae has done so far to make the rug.



Then, Glenmae carefully started to spin my wool—one small bundle at a time—into yarn. I was beginning to find out it takes a long while to make a Navajo rug.

Again and again, Glenmae twisted and pulled, twisted and pulled the wool. Then she spun it around a long, thin stick she called a spindle. As she twisted and pulled and spun, the finer, stronger and smoother the yarn became.



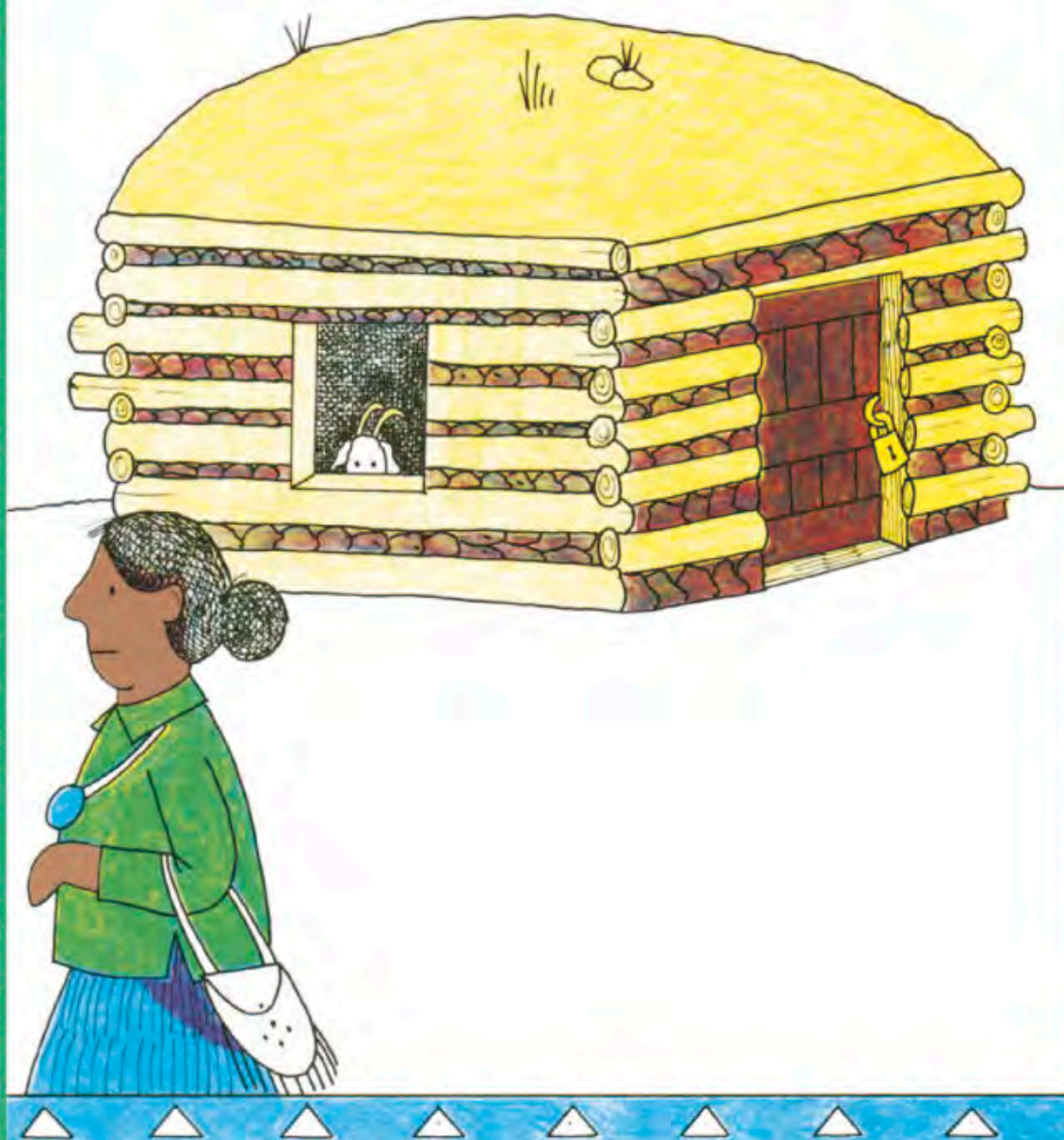
A few days later, Glenmae and I went for a walk. She said we were going to find some special plants she would use to make dye.

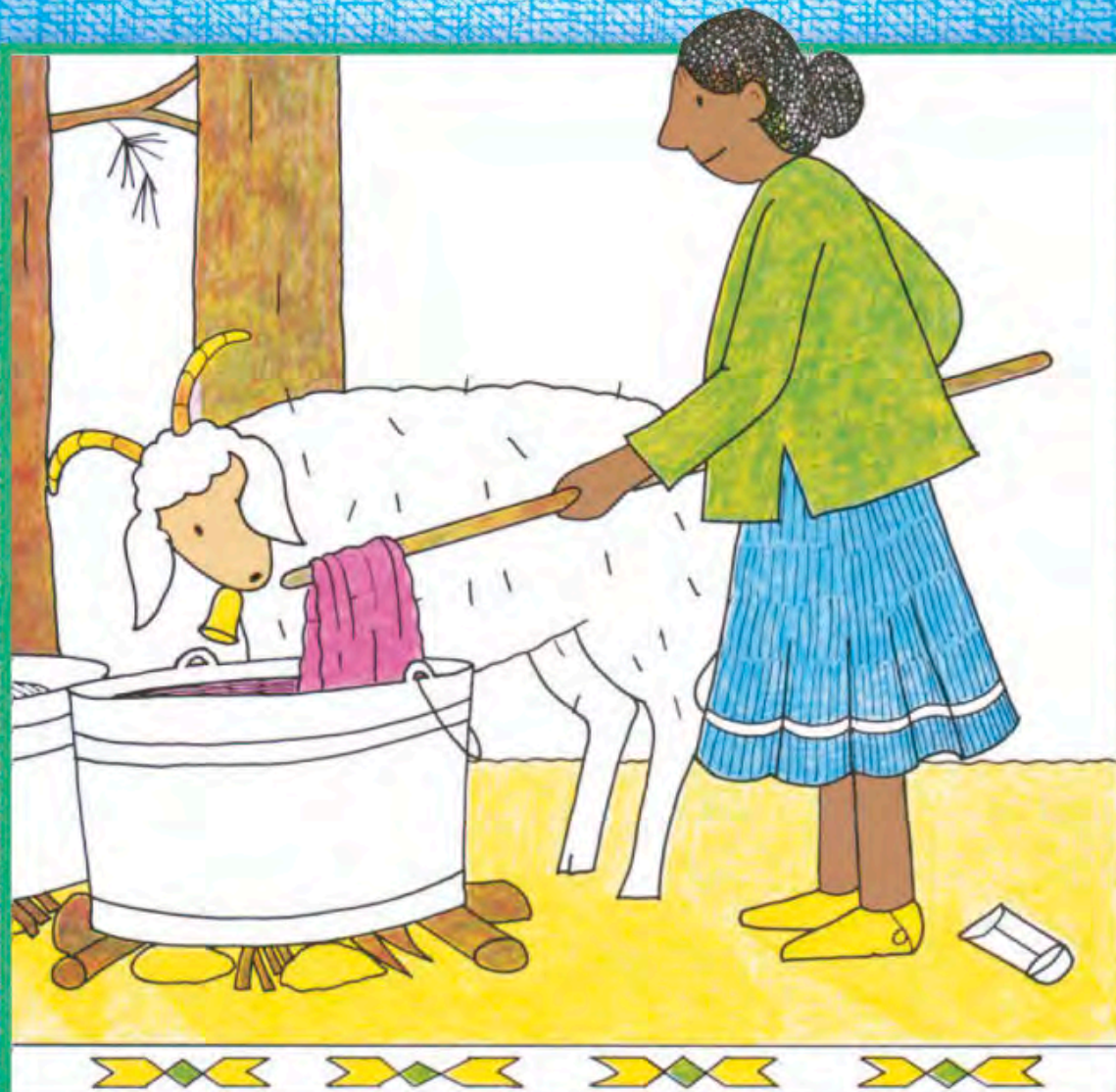
I didn't know what "dye" meant, but it sounded like a picnic to me. I do love to eat plants. That's what got me into trouble.

While Glenmae was out looking for more plants,
I ate every one she had already collected in her
bucket. **Delicious!**



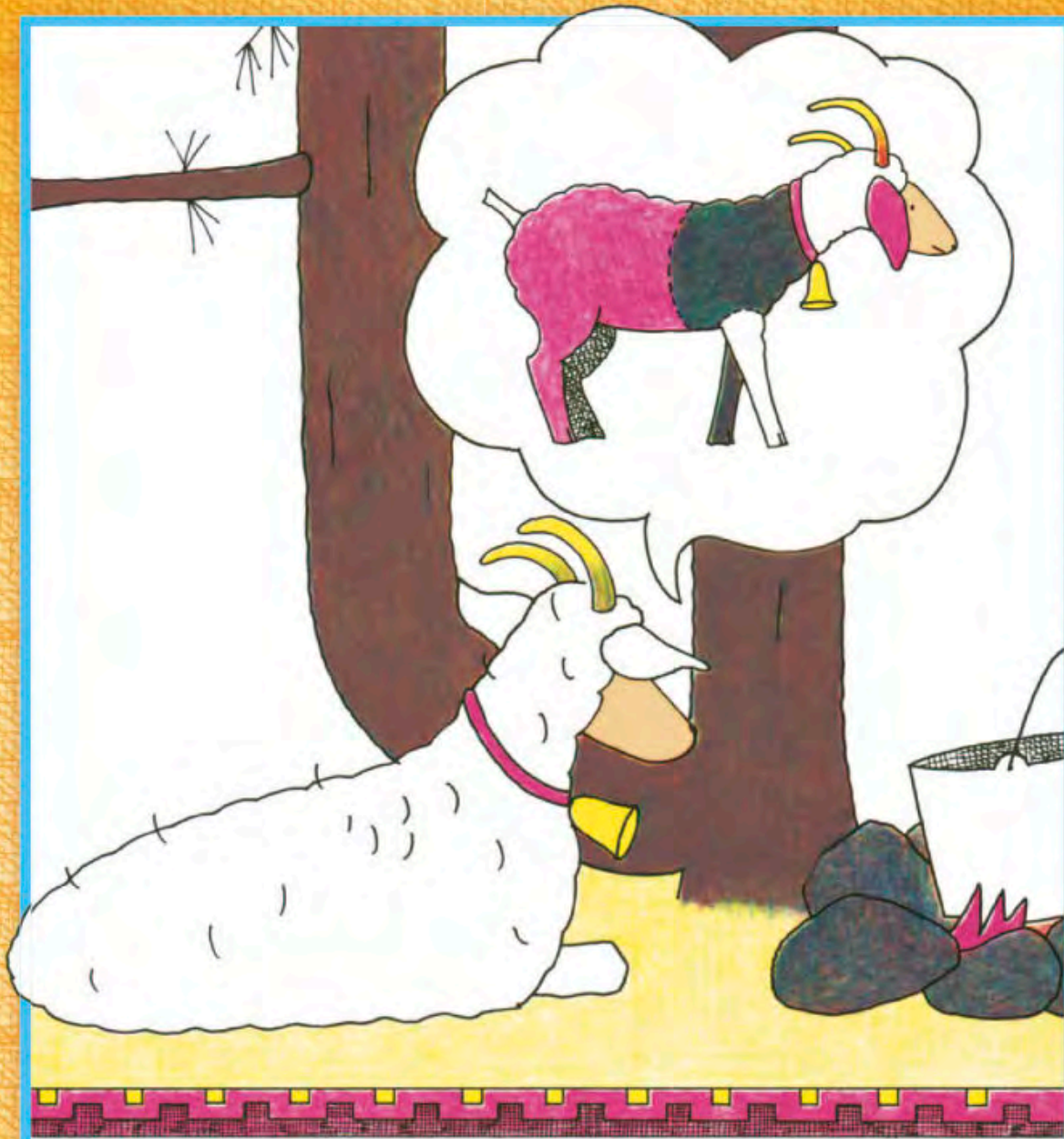
The next day, Glenmae made me stay home while she walked miles to a store. She said the dye she could buy wasn't the same as the kind she makes from plants, but since I'd made such a pig of myself, it would have to do.





I was really worried that she would still be angry with me when she got back. She wasn't, though, and pretty soon she had three big potfuls of dye boiling over a fire.

Then I saw what Glenmae had meant by dyeing. She dipped my white wool into one pot . . . and it turned pink! She dipped it in again. It turned a darker pink! By the time she'd finished dipping it in and out and hung it up to dry, it was a beautiful deep red.



After that, she dyed some of my wool brown, and some of it black. I couldn't help wondering if those plants I'd eaten would turn all of me the same colors.

ANALYZE THE TEXT

Conclusions Why does Geraldine think she'll turn red, brown, and black?

While I was worrying about that, Glenmae started to make our rug. She took a ball of yarn and wrapped it around and around two poles. I lost count when she'd reached three hundred wraps. I guess I was too busy thinking about what it would be like to be the only red, white, black, and brown goat at Window Rock.



It wasn't long before Glenmae had finished wrapping. Then she hung the poles with the yarn on a big wooden frame. It looked like a picture frame made of logs—she called it a "loom."

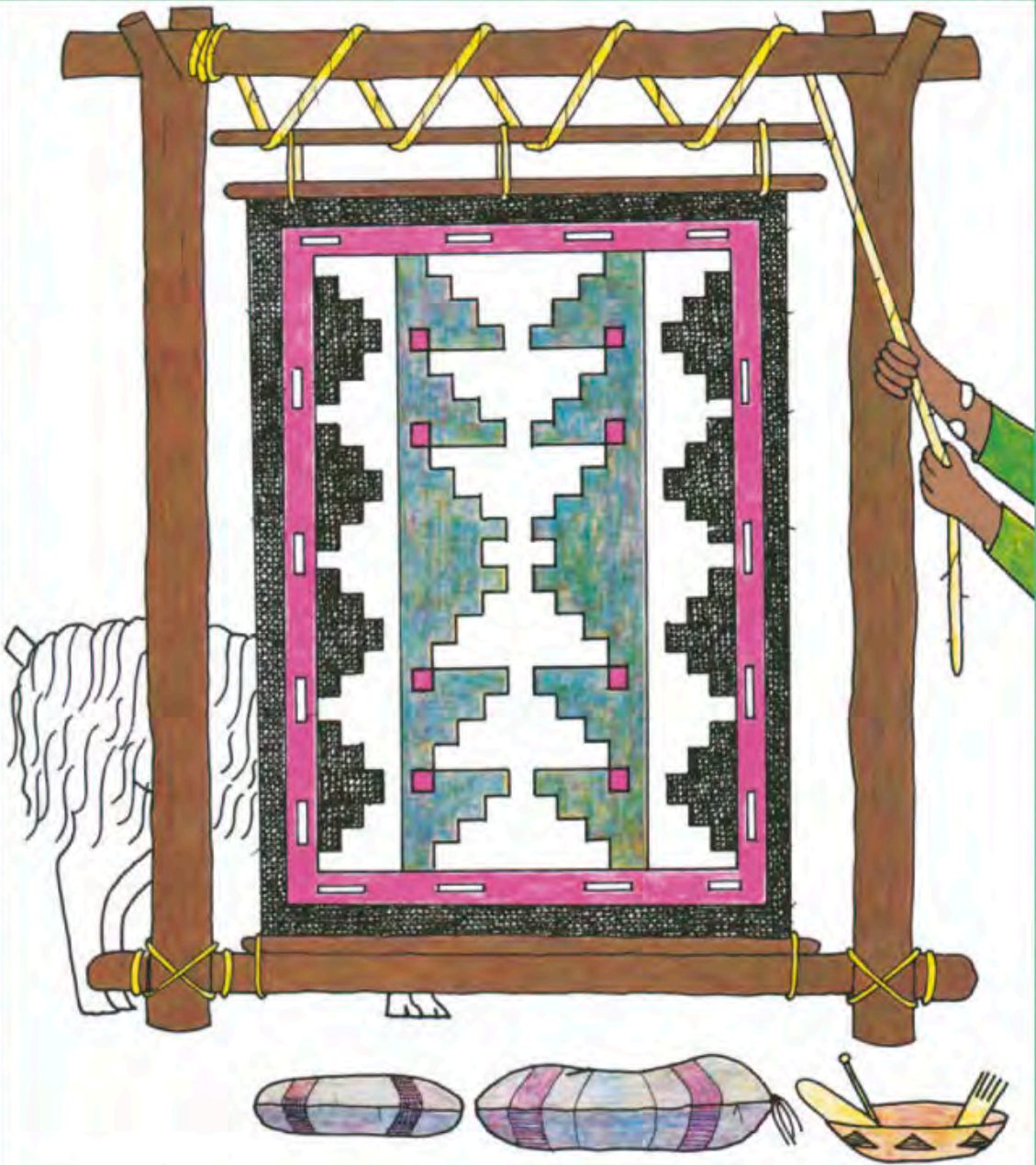
After a whole week of getting ready to weave, Glenmae started. She began weaving at the bottom of the loom. Then, one strand of yarn at a time, our rug started growing toward the top.





A few strands of black. A few of brown. A few of red. In and out. Back and forth. Until, in a few days, the pattern of our rug was clear to see.

Our rug grew very slowly. Just as every Navajo weaver before her had done for hundreds and hundreds of years, Glenmae formed a design that would never be duplicated.



Then, at last, the weaving was finished! But not until I'd checked it quite thoroughly in front and in back, did I let Glenmae take our rug off the loom.

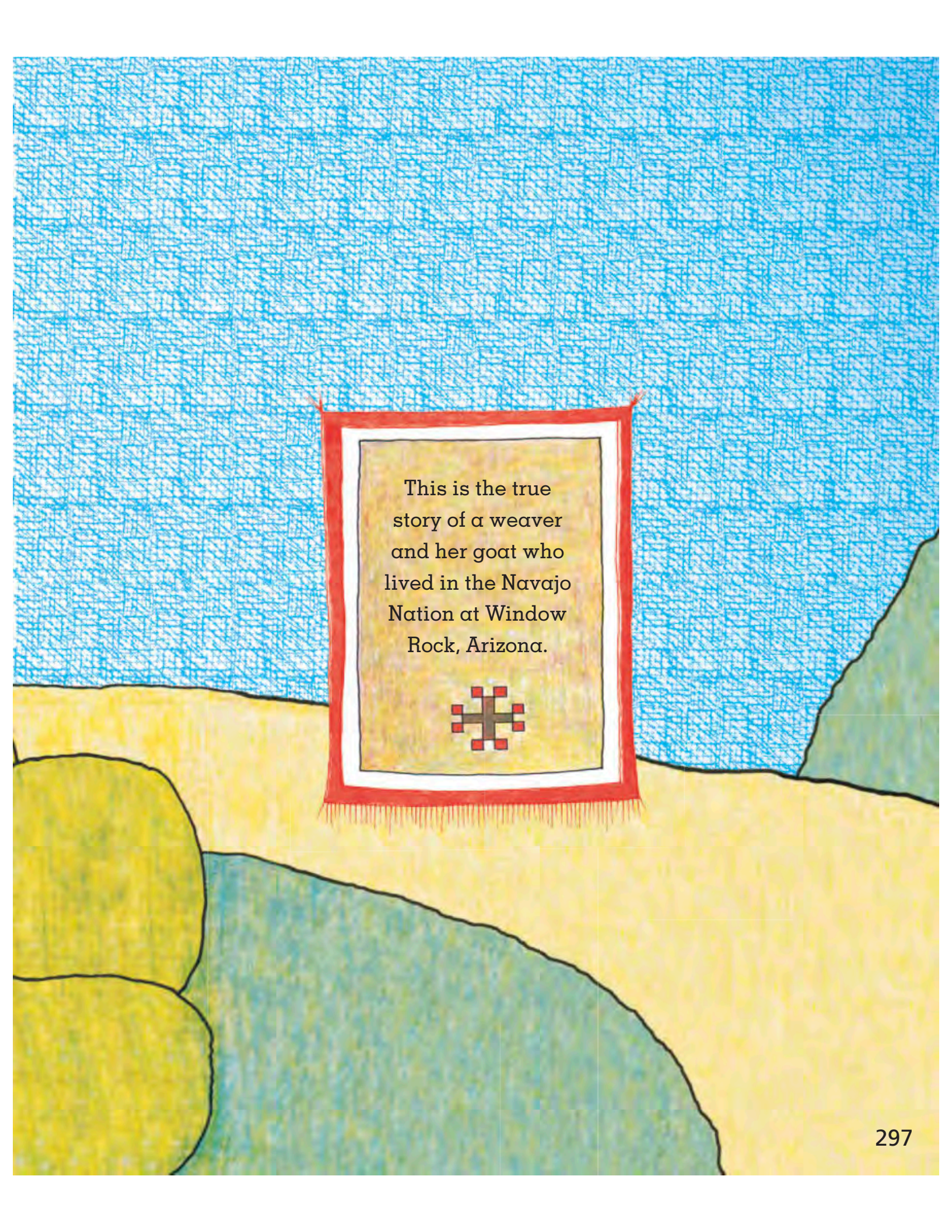
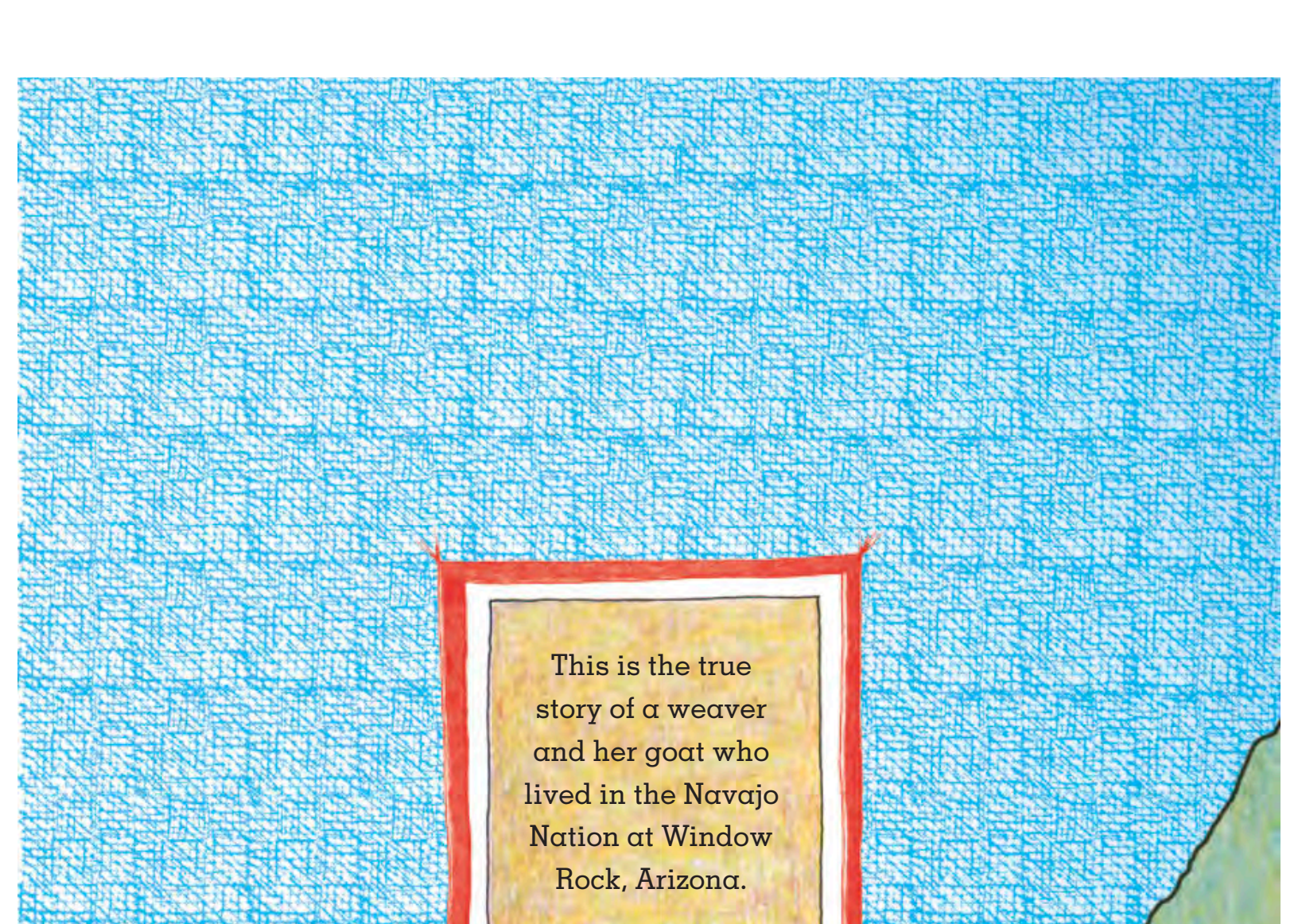


There was a lot of me in that rug. I wanted it to be perfect. And it was.

Since then, my wool has grown almost long enough for Glenmae and me to make another rug. I hope we do very soon. Because, you see, there aren't too many weavers like Glenmae left among the Navajos.

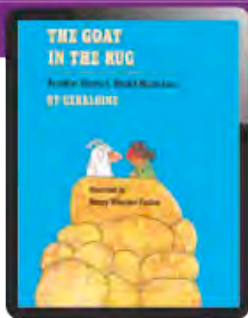
And there's only one goat like me, Geraldine.





This is the true
story of a weaver
and her goat who
lived in the Navajo
Nation at Window
Rock, Arizona.





Dig Deeper

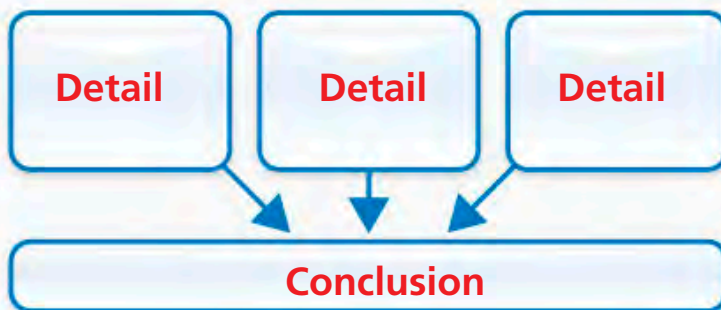
How to Analyze the Text

Use these pages to learn about Conclusions and Sequence of Events. Then read *The Goat in the Rug* again. Use what you learn to understand it better.

Conclusions

The Goat in the Rug explains how some rugs are made. As you read, ask yourself questions to draw **conclusions** about what the authors do not say. For example, you might ask why or how something happens. Look for text evidence in the words or pictures to help you answer the question. Then draw a conclusion.

Use a chart like the one below to help you draw conclusions about what the authors want you to know.



RI.2.1 ask and answer questions to demonstrate understanding of key details; **RI.2.3** describe the connection between a series of historical events/scientific ideas/steps in technical procedures; **RI.2.7** explain how images contribute to and clarify text

Sequence of Events

Glenmae follows many steps to weave her rug. She must complete one step before doing the next one. She does the steps in order, or the rug will not turn out right. Think about what she does first, next, and last.



Your Turn



RETURN TO THE ESSENTIAL QUESTION



How is art connected to the past? Discuss your ideas with a partner. Be sure to give examples from the text evidence in *The Goat in the Rug*. Take turns speaking and listening. Add your own ideas to what your partner says.



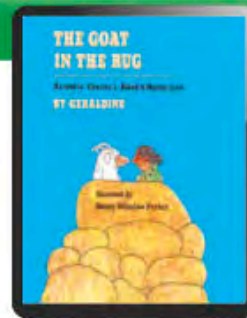
Classroom Conversation

Now talk about these questions with the class.

- 1 Which pictures help you understand what the authors do not tell you?
- 2 What do you think would be the hardest step in making a Navajo rug? Why?
- 3 Why is it important for Glenmae to do each step in order?

WRITE ABOUT READING

Response What steps does Glenmae take to make the rug? Draw each step. Then write the steps below the pictures. Use text evidence to help you list the steps correctly.



Writing Tip

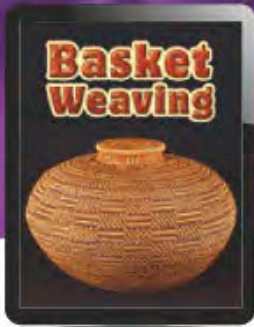
Use words such as *first*, *then*, *after that*, and *finally* to help tell the steps in order.



RI.2.1 ask and answer questions to demonstrate understanding of key details; **RI.2.3** describe the connection between a series of historical events/scientific ideas/steps in technical procedures; **RI.2.7** explain how images contribute to and clarify text; **W.2.2** write informative/explanatory texts; **SL.2.1b** build on others' talk in conversations by linking comments to others' remarks

Lesson 23

INFORMATIONAL TEXT



✓ GENRE

Informational text gives facts about a topic. This is a magazine article.

✓ TEXT FOCUS

Directions help readers understand how to make or do something. As you read, pay attention to how one step allows the next step to happen.



RI.2.3 describe the connection between a series of historical events/scientific ideas/steps in technical procedures; **RI.2.10** read and comprehend informational texts

Basket Weaving

by Becky Manfredini


A Native American Tradition

Some Native Americans weave beautiful baskets in many shapes and sizes. Some are for storing delicious foods. Others are to store clothes in. Some baskets are even used for carrying water! Basket makers make baskets for themselves and to sell.



Gathering Materials

Rug weavers have to make the material they use to weave rugs by spinning wool into yarn. Basket makers use strands of willow or special grasses to weave their baskets. After sharpening their cutting tools, basket makers go to places where the materials grow and cut off as much as they need.



Weaving is a tradition. Mothers teach their daughters how to weave.

How to Weave a Basket

Basket makers prepare the willow strands by soaking them in water. That makes them soft and easy to bend. It makes the strands much easier to weave. Then they weave the strands into a pattern.

Basket makers use dye they make from plants to make their baskets colorful. No basket is just like any other basket. The patterns are never duplicated. It takes a lot of skill to weave a beautiful basket.



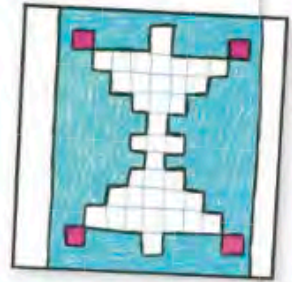
The weaver holds thin strips of willow tightly as she works on this type of basket.



Compare Texts

TEXT TO TEXT

Talk About Topics How are the *The Goat in the Rug* and *Basket Weaving* the same? How are they different? Think about which has only facts and which has facts and made-up events. Talk with a small group. Use text evidence from the selections to help you answer.



TEXT TO SELF

Discuss a Skill What tools does Glenmae use to make the rug? Think of something you know how to do. Explain to a partner the tools you need for your skill. Tell how to use them.



TEXT TO WORLD

Connect to Social Studies Today, many rugs are made by machines instead of by hand. Look up some other things people used to make by hand.



RI.2.2 identify the main topic of a multiparagraph text and the focus of specific paragraphs; **RI.2.9** compare and contrast points presented by two texts on same topic; **W.2.8** recall information from experiences or gather information to answer a question; **SL.2.4** tell a story or recount an experience with facts and details, speaking audibly in sentences



Grammar



Irregular Verbs The **verbs** *have* and *has* can be used to tell what someone has right now. The verb *had* can be used to tell what someone had in the past. The verbs *do* and *does* can be used to tell what someone does right now. The verb *did* can be used to tell what someone did in the past.

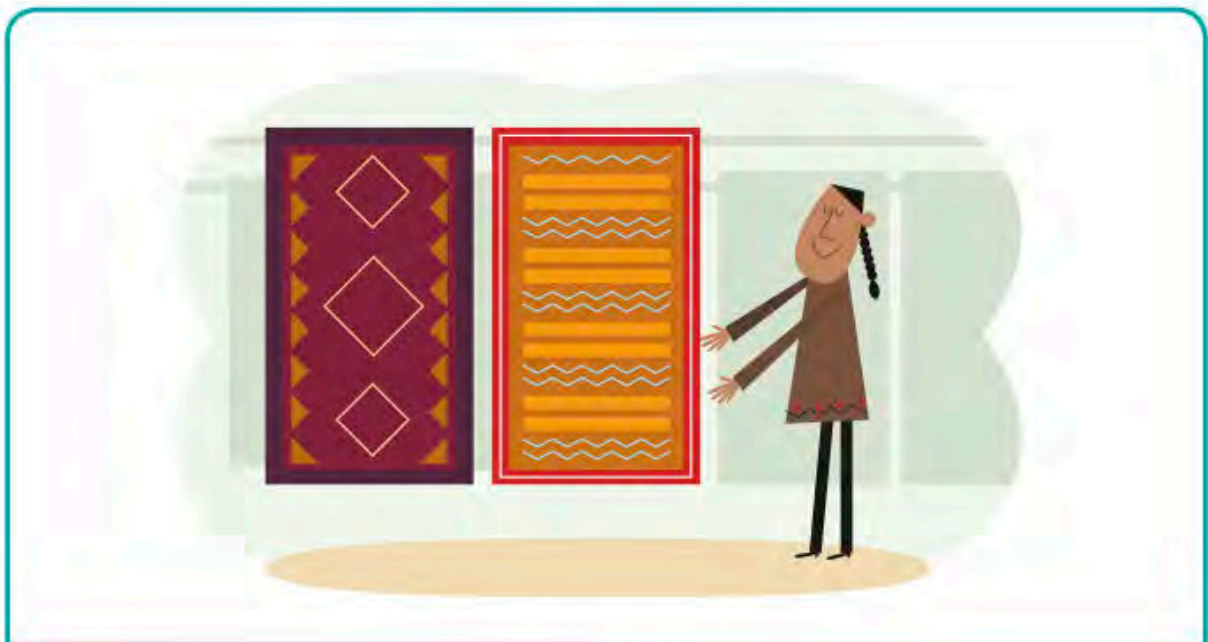
| Now | In the Past |
|--|--|
| I have a goat. She has a goat. | I had a goat when I was young. She had a goat a year ago. |
| We do nice work. He does nice work. | We did nice work yesterday. He did nice work last week. |

Try This!

Choose the correct verb to complete each sentence. Then write the sentence correctly.

- 1 He (has, had) a loom now.
- 2 I (do, did) many crafts last year.
- 3 They (has, had) yarn before.

When you write, make sure you use the right form for the verbs in your sentences. The verb should match the subject of the sentence.



Wrong

My uncle **have** many rugs in his store.
Last month, I **does** some work for him.

Right

My uncle **has** many rugs in his store.
Last month, I **did** some work for him.




Connect Grammar to Writing

When you edit your writing, check to see if you have used the correct form for each verb.







Informative Writing

 **Word Choice** When you write, try not to repeat the same word too many times. Use synonyms instead. Synonyms are words that mean the same thing.

Kenny wrote an **informational paragraph** telling how Glenmae weaves a rug. Later, Kenny revised his draft by replacing some of the repeated words with synonyms.



Writing Traits Checklist

-  **Ideas**
Did I include important information?
-  **Organization**
Did I tell the steps in order?
-  **Word Choice**
Did I use synonyms to avoid repeating words?
-  **Conventions**
Did I capitalize and punctuate my sentences correctly?

Revised Draft

Glenmae has a special way of making yarn. First, she cuts the wool. She ^{clips}~~cuts~~ off her goat's hair using scissors. Then she ^{chops}~~cuts~~ up roots from a yucca plant.

Final Copy

How Glenmae Makes Yarn

by Kenny Hutchins

Glenmae has a special way of making yarn. First, she cuts the wool. She clips off her goat's hair using scissors. Then she chops up roots from a yucca plant. She mixes the roots with water. She uses this to wash the goat's hair. When the hair is dry, she uses two combs to straighten it. Then she twists and pulls the wool around a spindle. She does this many times until strong yarn is made.

Reading as a Writer

How did using many different words make Kenny's writing better? Where can you replace words with synonyms in your own paper?

In my final paper, I replaced some repeated words with synonyms.

