

Spin, Weave, Knit and Knot

PM Level 26

Emerald

Text Type Information Report / Procedure / Explanation

Running Words 1555



Preparing for Guided Reading

Orientation to the text

- Material is all around us, but how many of us know how these materials are made? What's the difference between natural and synthetic fibres? This text takes us into the world of fabrics and fibres and looks at the different techniques that are used to create everything from jumpers to macramé.

Prior knowledge

- Ask students what they already know about knitting and textiles? What type of information would you expect to find in this book? How can this information be easily located and accessed?

Building the Balanced Reader

Grammatical conventions

- Identify action verbs at the beginning of instructions, e.g. *cut*, *fit*, *knot*, *turn*, *tie*.
- Note the use of commas to separate items in a list, e.g. *spinning*, *weaving*, *knitting*.
- Discuss proper nouns used in the text. Note they are written with a capital letter, e.g. *Africa*, *Arabs*, *Egyptian*, *Turkish*, *Chinese*, *Russian*.

Vocabulary

Key vocabulary

ancient, *angora*, *cords*, *decorative*, *dyed*, *fibres*, *flax*, *loom*, *microscope*, *mohair*, *natural*, *orlon*, *papyrus*, *preening*, *rescuers*, *synthetic*, *textiles*, *volunteer*, *warp*, *weaving*, *weft*, *yarn*

Spelling

- Identify words with silent letters, e.g. *knitting*, *knots*, *known*, *tomb*.
- Locate words that double the last consonant before adding *ing*: *spinning*, *knotting*, *knitting*.
- Make a list of text words that contain a *c* that makes an *s* sound, e.g. *place*, *piece*, *vice*.
- Use a dictionary to locate the origin of *microscope*, *civilisations*, *century*.

Visual Literacy

- Take a close look at the step-by-step illustrations and discuss their purpose.
- Discuss the treatment of the chapter headings.

- Why are some words in bold text and why is this important?
- Suggest some reasons why non-fiction texts have glossaries and fiction texts don't.

Focusing on the story – guided reading

- Discuss when the spinning Jenny was invented.
- Talk about different types of fibres and where they come from. Ask students to recall specific information from the text.
- Describe what a loom is used for. Talk about different types of weaving and how it affects the finished material.
- Discuss the role knitting has played in providing clothing over the centuries.
- Ask students to list knitted fabrics they are familiar with and how they are used.
- Discuss one form of ancient knotting used for decoration. How is this craft used today?
- Ask students to describe the type of fabric they prefer and whether it is natural or man-made.

Comprehension

- What are the materials needed to make a loom? (*Literal*)
- Why do we spin, knit, knot and weave? (*Inferential*)
- What items have you seen that have been made from knots? (*Applied Knowledge*)

Follow-up activities

- Provide students with some materials to make one of the simple projects in the text. Ask them to explain why they chose that particular item to make.
- Invite friends, parents or grandparents who have skills in any of these areas to talk with students about the items they have made. If possible, ask them to show some of the work they have produced and demonstrate their skills.

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Learning Intentions

- We are learning how to use a glossary to understand some of the technical vocabulary in the text.
- We are learning to identify typical structural and language features of a range of text types.

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Success Criteria

- I can use the glossary to locate the meaning of specific words in the text.
- I can identify different text types by referring to their structure and language features.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up