Weaving
by Karen J. Rothbardt

Fountas-Pinnell Level K
Nonfiction

Selection Summary
Many things, from blankets to baskets, can be made by weaving. Weaving involves putting strands of material over and under one another. Weaving tools include spindles, battens, combs, and floor looms. A simple loom can be made from a piece of cardboard.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Three to eight lines of text in the same position on each page</td>
</tr>
<tr>
<td></td>
<td>Organized into a few categories of information</td>
</tr>
<tr>
<td></td>
<td>Underlying sequence-of-events text structure using time sequence words: first, next, now</td>
</tr>
<tr>
<td>Content</td>
<td>Items made by weaving include blankets, clothes, and baskets</td>
</tr>
<tr>
<td></td>
<td>How weaving is done</td>
</tr>
<tr>
<td></td>
<td>How to use a piece of cardboard to weave</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>The art of weaving is practiced in many cultures.</td>
</tr>
<tr>
<td></td>
<td>Many tools are used in weaving, but in its simplest form, it can be done with a piece of cardboard and some yarn or with pieces of pie dough.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Writer talks directly to the reader (second person): You can weave many things.</td>
</tr>
<tr>
<td></td>
<td>Instructions are stated clearly.</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>A mix of short and more complex sentences</td>
</tr>
<tr>
<td></td>
<td>Exclamations</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Content-specific words introduced in text: spindle, batten, loom, warp, weft</td>
</tr>
<tr>
<td></td>
<td>Primarily one- or two-syllable words</td>
</tr>
<tr>
<td>Words</td>
<td>Photos or illustrations on every page</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Predictable placement of text</td>
</tr>
<tr>
<td></td>
<td>Sentences stand alone, not run together to form paragraphs</td>
</tr>
<tr>
<td></td>
<td>Callouts on photos that aid understanding</td>
</tr>
<tr>
<td></td>
<td>How-to instructions for making a cardboard loom</td>
</tr>
</tbody>
</table>

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Build Background
Build interest by asking a question such as the following: Have you ever used paper, cloth, or yarn to weave something? What did you do to weave the object? Read the title and author and talk about the cover illustration. Tell children that this book is nonfiction, so the words and photos will give factual information about the topic.

Introduce the Text
Guide children through the text, noting important ideas and nonfiction features. Help with unfamiliar language so they can read the text successfully. Give special attention to target vocabulary. Here are some suggestions:

- **Page 2**: Explain that this book tells how things are made by weaving.
  - Suggested language: Turn to page 2. The photos on this page show two things you can **weave**. When you weave, you make something by crossing strips of material over one another. What material was used to weave the crust on the pie?

- **Page 3**: Read the second sentence: To weave, you put **yarn**, or **strands** of wool, over and under one another. **Yarn** is a kind of thread made from long, thin pieces of cotton, wool, or other fabrics. People use yarn to make hats, scarves, and other items of clothing. What do you have that's made from yarn?

- **Pages 4–5**: Point out that the photos on these pages have callouts—labels that point to parts of the photos. Explain that callouts can help readers understand the meanings of new words. How does the callout in the photo on page 4 help you know what a **spindle** does? What do the callouts on page 5 show you?

- **Page 8**: Remind children that looking for short, known words in longer words can help them figure out the meanings of new words. Direct attention to the highlighted word **sharpening**. What smaller word do you see in sharpening? How does this help you understand what a sharpening tool is? A sharpening tool makes a knife sharp.

Now turn back to the beginning of the book and read to find out about weaving.

**Target Vocabulary**

- **delicious** – having great flavor, p. 2
- **duplicated** – made an exact copy of, p. 10
- **dye** – a liquid that is used to change the color of cloth or other material, p. 3
- **sharpening** – making an edge of something very pointed or thin, p. 8
- **spinning** – twisting together pieces of material to make yarn or thread, p. 4
- **strands** – thin pieces of thread, string, or hair, p. 3
- **weave** – to make an item by crossing materials over one another or braiding them together, p. 2
- **yarn** – any spun thread, p. 3
Read

Have children read *Weaving* silently while you listen to individual children read. Support their problem solving and fluency as needed.

Remind children to use the Summarize Strategy \( \checkmark \) and stop to tell important ideas as they read.

Discuss and Revisit the Text

Personal Response

Invite children to share their personal responses to the book.

*Suggested language:* What did you learn about weaving that you didn’t know before?

Ways of Thinking

As you discuss the text, help children understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Many things, such as blankets, clothes, and baskets, are made by weaving.</td>
<td>• You can use almost any flexible material for weaving.</td>
<td>• Callouts help to identify things shown in the photos.</td>
</tr>
<tr>
<td>• Weaving involves putting strands of something over and under one another.</td>
<td>• Weaving uses many different tools, some simple and some complicated.</td>
<td>• The photos and illustrations contain a lot of visual information.</td>
</tr>
<tr>
<td>• A simple loom can be made out of a piece of cardboard.</td>
<td>• People from different cultures use weaving to make beautiful and useful things.</td>
<td>• The instructions for making a cardboard loom are clear.</td>
</tr>
</tbody>
</table>

Choices for Further Support

- **Fluency** Invite children to choose a passage from the text and demonstrate phrased fluent reading. Suggest that they read the instructions for making a cardboard loom as if they were explaining how to do this to a younger child.

- **Comprehension** Based on your observations of the children’s reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind children to go back to the text to support their ideas.

- **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Remind children that in some words, two vowel letters together stand for a single vowel sound. For example, in *weave* on page 2, the letters *ea* stand for the long *e* vowel sound. Help children find other examples in the text of words with double vowel patterns. Examples include *pie* (page 2), and *piece* and *need* (page 8).
Writing about Reading

Vocabulary Practice
Have children complete the Vocabulary questions on BLM 23.1.

Responding
Have children complete the vocabulary activities on page 11. Remind them to answer the Word Teaser on page 12. (Answer: duplicated)

Reading Nonfiction
Nonfiction Features: Callouts Remind children that nonfiction has many features to help readers find and understand important information. Callouts are one of these features. Explain that callouts are labels with a line that points to something in a photo, illustration, map, or diagram. Callouts tell what the part of the graphic is. Have children turn to page 4, and read this sentence: “You can use a spindle for spinning wool into yarn.” Point out that the text does not explain what a spindle is, but that the callout on the photo points to a spindle the woman is using.

Have children choose two other photos in the book with callouts and explain what the callouts show and how they help them understand the text.

Writing Prompt: Thinking Beyond the Text
Have children write a response to the prompt on page 6.

Assessment Prompts
• What does the word spinning mean in the following sentence? You can use a spindle for spinning wool into yarn.
• Which words on page 3 help the reader know the meaning of dye?
English Language Development

Reading Support Pair beginning and intermediate readers to read aloud a few paragraphs of the text, or use the audio or online text. Or have beginning speakers read the callouts.

Vocabulary Provide assistance with challenging words that are not defined directly in text, such as separate (page 5), cardboard (page 8), and design and choices (page 10).

Oral Language Development

Check children's comprehension, using a dialogue that best matches their English proficiency level. Speaker 1 is the teacher, Speaker 2 is the child.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/ Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 1: What is this book about?</td>
<td>Speaker 1: How do you make yarn different colors?</td>
<td>Speaker 1: In a loom, what is the difference between the sets of yarn that form the warp and the weft?</td>
</tr>
<tr>
<td>Speaker 2: weaving</td>
<td>Speaker 2: You dye the yarn.</td>
<td>Speaker 2: The set of yarn that forms the warp runs from front to back. The set of yarn that forms the weft runs from side to side.</td>
</tr>
<tr>
<td>Speaker 1: What kinds of things can you weave?</td>
<td>Speaker 1: How many sets of yarn are used on a loom?</td>
<td>Speaker 1:</td>
</tr>
<tr>
<td>Speaker 2: blankets, clothes, and baskets</td>
<td>Speaker 2: Two sets of yarn are used on a loom. (They are called the warp and the weft.)</td>
<td></td>
</tr>
</tbody>
</table>

Responding

Word Builder

Copy the chart below. On one side, write things you can weave. On the other side, write things you cannot weave.

<table>
<thead>
<tr>
<th>Can Weave</th>
<th>Cannot Weave</th>
</tr>
</thead>
<tbody>
<tr>
<td>basket</td>
<td>table</td>
</tr>
</tbody>
</table>

Write About It

You just read a book about weaving. Think of another book you've read about things people make. Write a few sentences that tell about the things and how they are made.

Target Vocabulary

Find the Target Vocabulary word that best matches each clue. Write the word on the line.

1. something that tastes really good
   delicious

2. something you use to change a color
   dye

3. something you use when you knit
   yarn

4. something that is exactly the same
   duplicated

5. something being done to a knife
   sharpening

6. something you do to make cloth
   weave

7. something being done to make yarn
   spinning

8. something that is a long, thin piece
   strand

Vocabulary

delicious, duplicated, dye, sharpening, spinning, strand, weave, yarn
Weaving

Thinking Beyond the Text

Think about the questions below. Then write your answer in one paragraph.

On pages 8–10, the author includes instructions on how to make a loom from a piece of cardboard. If you made this loom, what different colors of yarn would you use? What design would you make? Draw a sketch and then write a description of your design.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

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____________________________________________________________________________________

____________________________________________________________________________________
Target Vocabulary

Find the Target Vocabulary word that best matches each clue. Write the word on the line.

1. something that tastes really good
   ______________________

2. something you use to change a color
   ______________________

3. something you use when you knit
   ______________________

4. something that is exactly the same
   ______________________

5. something being done to a knife
   ______________________

6. something you do to make cloth
   ______________________

7. something being done to make yarn
   ______________________

8. something that is a long, thin piece
   ______________________
### Weaving • LEVEL K

You can weave many things. You can weave blankets, clothes, baskets, and even the top of a delicious pie!

How do you weave? To weave, you put yarn, or strands of wool, over and under one another. You can dye yarn many different colors. But you would not want to dye the top of a pie!

You can use many tools for weaving. You can use a spindle for spinning wool into yarn.

You can use a batten to separate the yarns and a comb to put some yarns in between others.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✓</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>◎</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>◎</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substitution</td>
<td>cut</td>
<td>1</td>
</tr>
<tr>
<td>Self-corrects</td>
<td>cut ◎</td>
<td>0</td>
</tr>
<tr>
<td>Insertion</td>
<td>the</td>
<td>1</td>
</tr>
<tr>
<td>Word told</td>
<td>◎</td>
<td>1</td>
</tr>
</tbody>
</table>

**Accuracy Rate**

\[
\text{Accuracy Rate} = \left( \frac{\text{# words read correctly}}{92} \right) \times 100
\]

\[
\text{Self-Correction Rate} = \left( \frac{\text{# errors} + \text{# Self-Corrections}}{\text{Self-Corrections}} \right)
\]

\[
1: __________
\]