

Spin, Weave, Knit, and Knot

Small Group Reading

Before reading

Ask students what they know about knitting and textiles? Ask *What type of information will you expect to find in this book?* Preview the reading vocabulary with students and discuss word meanings.

During reading

Ask students the following questions as you read each chapter together.

CHAPTER 1

- In what year was a spinning Jenny invented? (literal)
- What do we call fibers twisted together to make them longer? (literal)
- Name two types of fibers. (literal)

CHAPTER 2

- Describe what a loom is used for. (inferential)
- How do different types of weaving affect the finished material? (inferential)
- List the things needed to make a loom. (inferential)

CHAPTER 3

- Do you believe knitting has played an important role in clothing over the centuries? Why? (personal response)
- What types of knitted fabrics are you familiar with? (personal response)

CHAPTER 4

- What types of material were used for knitting in ancient Egyptian times? (literal)
- Name one form of ancient knotting used for decoration. (literal)

CHAPTER 5

- Why do we spin, knit, knot, and weave? (inferential)
- Describe the type of fabric you prefer and whether it is natural or man-made. (personal response)

After reading

Have students complete BLMs 1 and 2 after you explain the instructions for each activity.

Vocabulary Have students match the vocabulary from the text with its correct meaning on BLM 1.

Spelling Instruct students to add *-ing* to the base words listed on BLM 1. **(BLM 1)**

Understanding main idea Tell students to read the short passage on BLM 2 and write a statement to identify its main idea. Have them underline the key words to back up their statements.

Interpreting photographs Encourage students to make up “Did you know” questions for the pictures on the bottom of BLM 2. **(BLM 2)**

Grammar With students, look through the text for proper nouns. Make a list on the board. Challenge students to choose a noun from the list and tell why the noun is classified as a proper noun. Then ask them to name a common noun that could be used to describe the proper noun.

Fluency Partner students and have each pair choose a chapter to read aloud to each other. Students should read the chapter until they are able to do it fluently.

BLM 1***Spin, Weave, Knit, and Knot*****➔ Match up!**

Match the meaning to the word in the table below.

Word	Meaning
	Tiny strands of thread
	Plant fiber from flax plants
	Thread that is woven in and out of the warp threads to make cloth
	An instrument needed to look at very tiny objects
	Fixed threads that run along the piece of cloth that is being woven
	A frame on which weaving is done
	A paper-like material made from water reeds
	A spun thread

yarn	papyrus	loom	warp
fibers	microscope	flax	weft

➔ One *-ing* to another

Adding *-ing* to a verb means continuous action. Turn the words in the table below into a continuous action by adding *-ing*. These two rules will help you make those changes:

- drop the *e* to add *-ing*;
- double the last letter to keep the short vowel short.

Base word	Continuous action
spin	
knit	
knot	
weave	
clothes	
needle	
hide	

➔ What's the idea?

Read the passage and then do the following tasks:

- Write a short statement to identify the “main idea” (what the passage is about) in the text.
- Underline “key words” in the passage to support your statement.

Passage:

Threads and textiles can be used to make many things. Warm knitted clothing made from wool offers protection from the cold. Light cotton fabrics are used to make clothing for warmer weather. Other items, such as bags and hammocks, can be made by knotting threads together.

Statement:

➔ Did you know?

Write one “Did you know” question about each of these pictures.






