

## Book Summary

A child demonstrates the process of paper weaving.

## Repeated Phrases

I cut some \_\_\_ paper.  
It goes over and under.  
I cut some \_\_\_ paper.  
It goes under and over.

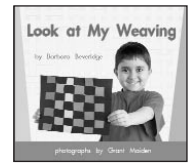
## Text Type – Procedure

## Materials

- copies of words and punctuation for this book from page 137
- copies of BLM, pencils, markers
- colored paper, a camera, examples of a woven mat or basket

# Look at My Weaving

by *Barbara Beveridge*  
photographs by *Grant Maiden*



Set F

## Skills and Strategies

Reading *Look at My Weaving* will reinforce the following objectives and give the children the opportunity to:

- W** recognize sound/letter relationships
- S** understand that text must make sense and use cues to monitor this
- T** use the context of the story to make predictions
- I** innovate on the story to create own versions of stories, plays, and songs

## Word Study

- High-frequency words: Look, at, My, I, some, It, and, my
- Punctuation: periods, exclamation point, capital letters
- Phonics and phonemic awareness:
  - b – black, blue
  - g – goes, green
  - p – paper, purple
  - I – I, It
  - onsets and rimes – bl/ack
- Use of capital and lowercase letters
  - I, i

## Speaking and Listening

Use this text to help the children:

- predict the story line using illustrations from the book;
- share ideas about the story with others in the group.

## The Guided Reading Lesson

### Introducing the text

Have samples of a woven mat or basket to show the children the over and under weave very clearly. Discuss what they can see about the way it has been made.

### Reading and discussing the text

Hand one book to each child. Read the title and the names of the author and the photographer to the children. Now use the outline below to support the children as they read and discuss their way through the book.

**Cover** – *What is this boy holding up?* Discuss how the paper the boy is holding up is similar to the woven mat or basket the children have looked at. Explain that the book will show them how the boy made his weaving.

**Title page** – Together, read the title and the names of the author and the photographer again. Draw attention to the colors that the boy has used in his weaving.

**Pages 2 and 3** – Clarify what the boy is doing by folding a piece of paper in half and cutting across the fold to an inch from the edge. This will form the warp of the weaving.

*What is the first thing that the boy has to do? Why does he need to do this? Can you find the word “some” on page 2?*

**Pages 4 and 5** – *What color paper has he cut now? What is he doing with the red paper? Why are the arrows there? Can you find the words that say “over and under”?*

**Pages 6 and 7** – *What is happening now? Let’s check the arrows. They are different this time, aren’t they? What do*

*the words say? What do you notice about the endings of the words “under” and “over”?*

**Page 9** – *What color is the boy using this time? How does that word begin? Do you know any other words that begin like this? What color might he use next?*

**Pages 10 and 11** – *How many rows are there now? Ask the children to identify the words that end with “er.”*

**Page 13** – *What do you think the boy could be saying here? What will he say with the next color he uses?*

**Pages 14 and 15** – *Were you right? Where are the words on page 14 that tell you what the boy did with the paper?*

**Page 16** – *How does he feel about his weaving?*

The children can now read the book again independently.

## Revisiting the Text

- Provide colored paper for the children to do their own or a group piece of weaving. Take photographs of the children weaving. Recall the words of the text to help the children get the weaving steps correct.
- Using the words and punctuation for this book from page 137, reassemble the sentences with the children.

## Following Up

- I** Innovate on the story to create own versions of stories, plays, and songs.
- Using the photographs that you took earlier, make a class book of the weaving activity. Have the children write their names and the color of the paper they used under their photographs using the same structure as in the book. Display the book in the class library.
- B** On the BLM activity opposite, children practice writing the high-frequency word “some” and fill in the corresponding color on the weaving template.