

Nutty Knitting

GOALS

Comprehension

Connect to prior knowledge: “Have you seen knitting?” Is this book fiction or nonfiction? How do you know? (photos) What is the difference?

Vocabulary

High-frequency Words: be, funny, how, made, make, more, some, when

Content Words: colours, different, knitting, needles, patterns, stitches, twist, wool, yarn, years

Phonemic Awareness

Identify syllables in words (especially with double consonants) and clap as they are spoken

Phonics

Letters and Sounds: /oo/

Words to Blend and Segment: book, cook, hook, took, wool

Fluency

Choral reading with students pointing to the words as they are read – sharing information.



People have been knitting for a very long time to make things to keep us warm.

Before Reading

- Ask students what they know about knitting. Ask: Have you seen knitting? Read the title to them and then read it together. Discuss the silent k and the sound /n/. Discuss what they see in the picture. Ask: What has been knitted? Why do you think the book is called *Nutty Knitting*? Does it have anything to do with nuts? Or is *nutty* another word for funny?
- Is this book fiction or nonfiction? How do you know? (photos) What is the difference? (Fiction is not true.) Ask: What is in the picture on the title page? Make predictions about the text from the cover and title page illustrations.
- Read the title page and contents to get an overview of what is going to be in the text.
- Talk/walk through the pictures. Discuss what has been knitted on each page and what you need for knitting. Bring words like *colours, different, knitting, needles, patterns, stitches, twist, wool, yarn, years* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together.
- On page 2, ask: What do you see in the picture? What is needed for knitting? Read the text together, pointing to the words as they are read.
- On page 3, discuss the picture. Ask: Is this an example of *nutty* (funny) knitting? Locate the words *funny* and *useful*. Read the words together.
- Follow this pattern for each page, discussing the pictures and what the different kinds of knitting are before reading each page.
- On page 16, look at the Index and find the page with information about socks. Students ask a partner questions about the index, e.g. what page has information about toys?

After Reading

Invite students to discuss the information. Prompt if needed.

- What genre is this text? (instructional)
- Discuss the ending. Was it a nutty (funny) ending? Ask students to discuss what knitted clothes they or their family wear. What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Retell the text using pictures on each page as a guide. Discuss the knitting and how it is used.
- Look at the back cover and discuss the different things yarn can be made from.

Phonemic Awareness

- Identify syllables in words (especially with double consonants) and clap as they are spoken, e.g. *nut/ty*, *knit/ting*.
- Students listen carefully to words read by you as they identify the syllables, e.g. *knit*, *knit/ting*, *nut/ty*, *pat/terns*, *stitch/es*. They repeat the word, emphasising the syllables. They listen to more words from the text and break them into syllables. (*rab/bits*, *blan/kets*, *scarves*, *cot/ton*, *nee/dles*)

Phonics

- Recognise words that have the same vowel sound: /oo/ Write words *book*, *cook*, *hook*, *took*, *wool* on the board to practise blending and segmenting the sounds together as a group. Students think of more words with the /oo/ sound to blend the onsets and rimes, e.g. *sh/ook*, *l/ook*, *t/ool*, *p/ool*. Students record their own lists.

Word Study

- Talk about the words *be*, *funny*, *how*, *made*, *make*, *more*, *some*, *when*. Photocopy the flash cards to play a memory game in pairs. Ask students to locate and read these words in the book. Discuss their meaning in context.
- Have students make a knitting word web with examples of different knitted things branching out from the web. They label, illustrate and share their web with the class.
- Write words on the board for students to identify syllables in them and clap as they are spoken, e.g. *el/e/phants*, *man/y*, *rab/bits*. Discuss the rule for double consonants, e.g. *rab/bits*, *nut/ty*, *knit/ing*.
- Students find one-syllable words in the book to clap and say, e.g. *yarn*, *clothes*. They clap two-syllable words, e.g. *blan/kets*, *need/les*.

Fluency

- Choral reading with students pointing to the words as they are read and sharing information.

Writing

- Have students write a new text using the pattern of the text, e.g. There are many different funny things we can knit. They illustrate their sentence and share with a partner.

Home/School Link

Take the book home and any related activity done in class to share with family.