



Summary: This process book describes the steps of turning wool from sheep into a tallis.

Author: Meish Goldish

Content Area: Science

Topic: How Things Are Made



VOCABULARY

Domain-Specific Vocabulary

- * **card** (p. 8) – to comb wool
- * **dyeing** (p. 14) – dipping in colored liquid
- * **loom** (p. 16) – a machine that pulls threads together to make cloth
- * **shears** (p. 7) – cuts off a sheep's wool
- * **weave** (p. 19) – to make cloth by passing threads over and under each other

CHALLENGING BOOK FEATURES

Content: Students may have difficulty understanding the weaving process. Show students a sample of woven paper strips to help them understand it.

Vocabulary: Some of the domain-specific vocabulary may be unfamiliar to students.

SUPPORTIVE BOOK FEATURES

Text Features: The photographs help children understand difficult words and visualize the steps in making wool. Hard words are defined in the glossary. Headings clue readers as to what each page will be about.



PREPARING TO READ

Read the title with students and discuss the cover photo.

Look at the table of contents on p. 3. Ask:

- * What do you already know about making fabric?
- * What new information do you think we will find in this book?
- * What are some words related to making a tallis that we might find in this book?

DEVELOPING COMPREHENSION STRATEGIES

Thinking About What You Already Know: Explain to students that as they read nonfiction texts, they should be creating an understanding of what they read by connecting to what they already know. Ask students to consider the following:

- * What did you already know about how a tallis is made?
- * Think about what you are learning about how a tallis is made.
- * What is the same?
- * What is different?

DEVELOPING PHONICS AND WORD-SOLVING STRATEGIES

Vowel Digraphs: Remind students that one type of syllable is the vowel-team syllable. This includes vowel digraphs, where the two vowels make one sound, and vowel diphthongs, where the two vowels make a unique sound.

- * Write the word *sheep* on the board. Ask students to underline the vowel team in the word (ee) and state its sound: /ē/.
- * Ask students what other vowel combinations make the sound /ē/. Then have students locate words in the book with the long vowel sound /ē/. List these on the board: shear, wheel, weave, complete.
- * Have students brainstorm other words they know which can fit into these categories.

DEVELOPING FLUENCY

End Punctuation: Direct students to p. 22 in the book. Model how you read aloud each sentence, paying particular attention to end punctuation. Ask students to then read p. 19 with a peer, making sure that their voice matches the end punctuation mark.

Oral Language/Conversation: Have students turn to pp. 8-11. Ask: *What do you notice about how the wool changes from the time it is shorn from the sheep until it becomes thread?* Lead a discussion about each step in the process and why it is important to the final product.

Extending Meaning through Writing: Ask students to compare the finished tallis to the wool of the sheep and complete a Venn diagram comparing and contrasting the sheep's wool to the completed tallis.

Other Books: Students can read other books in the How It's Made series, including *From Wheat to Challah*, *From Vine to Grape Juice*, *From Olives to Olive Oil*, *From Hive to Honey*, and *From Wax to Candles*.