

+++ WE WEAVE +++

DISCUSSION GUIDE

Author notes for parents, grandparents, librarians, and teachers when reading *We Weave* with children and students.



SOUTH OF SUNRISE CREATIVE
www.southofsunrisecreative.com

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DISCUSSION GUIDE

We Weave is an imaginative picture book filled with short sentences and easily digestible words to help younger children navigate the story. The text is paired beautifully with colorful illustrations that help readers decode words using picture clues. Pairing text with illustrations in this manner helps build vocabulary. It also assists in identifying essential story elements, such as characters, setting, and plot.

Explore the literacy topics below after reading *We Weave*.



LITERACY TOPICS

The literacy topics below help with reading comprehension. Discuss each topic with your reader(s) to better understand *We Weave*.

Author's Purpose

- Identify why the author chose to write *We Weave*. Authors often try to convince you of something, give you information, tell a story, give steps for you to follow, or use their senses to talk about a topic.
- Did the author try to persuade? Inform? Entertain? Explain? Describe? How do you know?

Using Prior Knowledge

- Ask readers to use what they already know to respond to the reading. Draw on experiences, people they know, memories, ideas, things seen or heard, and feelings.

Cause and Effect

- Identify what event caused another event to happen in *We Weave*. Have readers use signal words such as: because, since, as a result, so, etc.

Compare and Contrast

- Identify similarities and differences between characters, events, and/or concepts. Compare and contrast other picture books and topics.

Point of View

- Determine from which perspective the author chose to write the text.
 - 1st Person – I, me, we, us, our
 - 2nd Person – you, your
 - 3rd Person – he, she, his, her, it, they, them, their
- Does the point of view change? If so, when does it change?

CHARACTERS

Main characters in *We Weave* include the boy and his grandmother. Subtle characters include the sheep, elements of the setting, and the online community.

Questions to ask readers about characters:

- Who are the characters?
- What role does each character play in the story?
- What relationships do you recognize between the characters?
- Can you tell what the characters are thinking or feeling? How do you know?
- Do the characters have goals? What goals do they have?
- How do or how will the characters achieve their goals?
- Do any of the characters make choices? Are they good or bad choices? Could the characters have made different choices in the story? Like what?
- To which character do you relate the most? Why?
- Do you know anyone like the grandma in the story? Who and why?
- Do you know anyone like the boy in the story? Who and why?
- What do you think of the buyer of Masaní's rug? What kind of character are they?



PLOT

The plot consists of problems and solutions, and an identifiable beginning, middle, and end. Ask readers to identify the problems and solutions they recognize. Once they identify each, ask them questions about what happened in the beginning, middle, and end of the story. Monitoring reader response to the plot is helpful. Consider the prompts below to help readers draw a conclusion about the story.

Making Connections

- This reminds me of...
- This is similar to... different than...
- I connect to... because...
- This book made me think of...

Questioning

- I don't understand...
- What would happen if...
- I have a question about...
- I am trying to figure out...

Synthesizing

- At first I was thinking...
- As I was reading, I was thinking...
- After reading, I now think...
- My thinking changed when...

Evaluating Text

- I liked the part where...because...
- I disliked...because...
- I learned...
- I would/wouldn't recommend this to... because...

SETTING

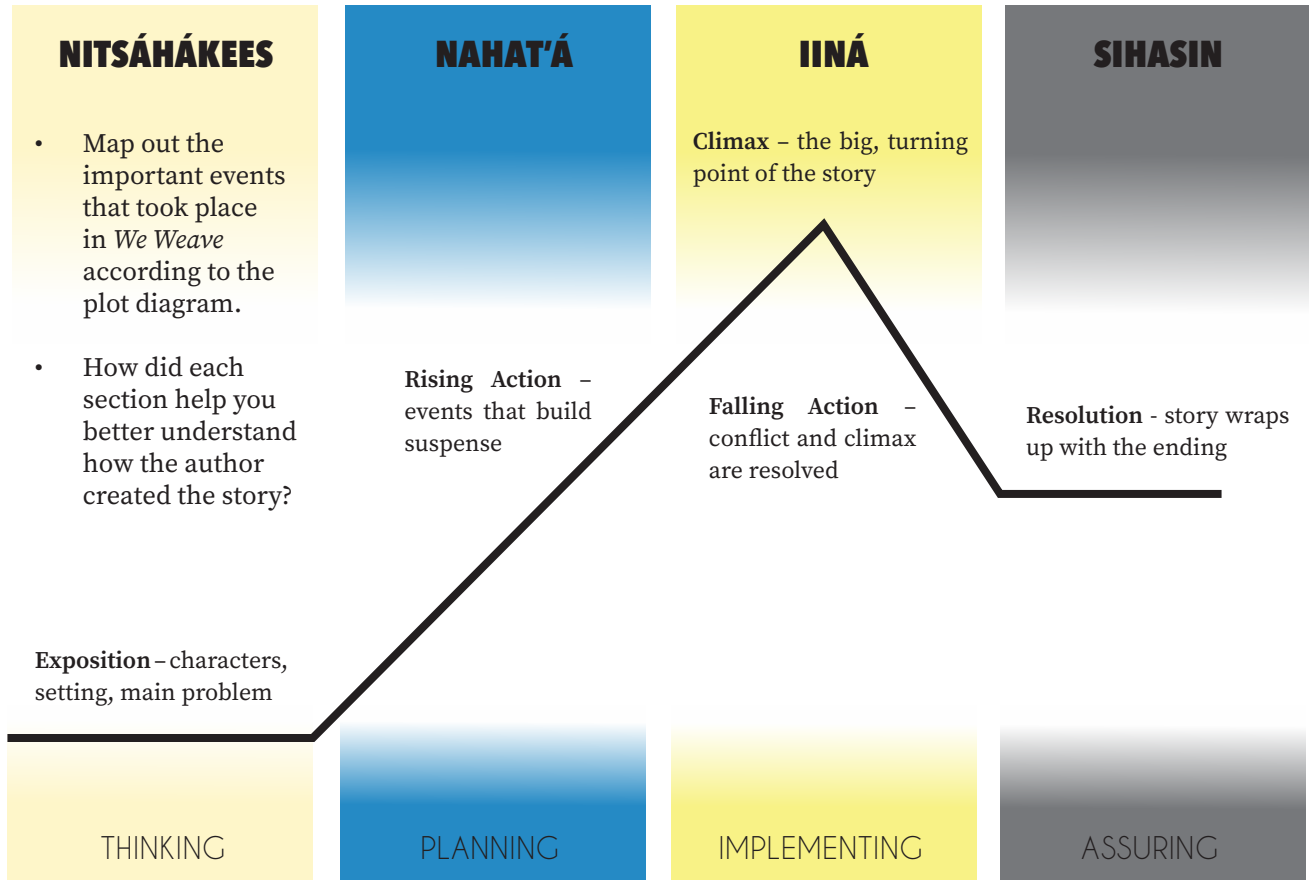
The setting of *We Weave* changes with time as Masaní weaves her rug. The setting also travels to the past when Masaní reflects on shearing, cleaning, and carding the wool.

Questions to ask readers about setting:

- In what region or area does the story take place?
- In what season or time of the year does this story take place? How do you know?
- Can you identify a culture in which this story is set?
- Do these settings help you feel the tone or mood of the story?
- Can you tell what time of day it is? How do you know?
- Can you tell how much time passes from the beginning of the story to the end? How can you tell?
- Do the illustrations help you identify anything specific about the setting? Does the setting look like your home? In what ways?
- Do the characters seem to fit or be at home in these settings?
- Would you fit or feel at home in these settings?
- How can you tell when the author changes settings?

PLOT (CONTINUED)

Plot Diagram



DIGITAL CITIZENSHIP

Introducing Digital Citizenship is an important step for anyone beginning to use technology. Digital Citizenship is the responsible use of technology by anyone using computing devices and the Internet to connect with society at large. Before children access a device, it's important to introduce digital literacy and establish parameters of use. Important conversations can be had with children on communication safety; time limits; screen distance; and content and privacy restrictions. Gauge how readers view technology by asking the questions below:

Technology vs. Tradition

- What are the benefits of technology?
- Are there any drawbacks to technology?
- Describe the boy's relationship to technology.
- Describe the grandmother's relationship to technology.
- What are the benefits of traditional weaving?
- Are there any drawbacks to traditional weaving?
- Describe the grandmother's relationship to weaving.
- Describe the boy's relationship to weaving.
- How does weaving and technology compare?
- How does weaving and technology conflict?
- Is technology a good thing or a bad thing? Why?

