

# Reading Task 1: Knots


## Materials and Setup

### Item 1

**Knots**

How many different ways can you tie a knot? We are most familiar with the knot we tie in our shoes, but there are dozens of ways to tie a knot. A rope with a knot in it is like a bump in a long road.

Fishermen and sailors are known for using the largest variety of knots. The types of knots they tie depend on the rope or tools they are using. People also make knots to create jewelry, like bracelets and necklaces. Mountain climbers use certain types of knots to make sure they are safe and secure.



string with knot




(teacher provided)

### Item 3


**Knots**

How many different ways can you tie a knot? We are most familiar with the knot we tie in our shoes, but there are dozens of ways to tie a knot. A rope with a knot in it is like a bump in a long road.


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**many**



**one**




### Item 2


**Knots**

How many different ways can you tie a knot? We are most familiar with the knot we tie in our shoes, but there are dozens of ways to tie a knot. A rope with a knot in it is like a bump in a long road.

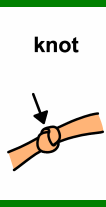
Fishermen and sailors are known for using the largest variety of knots. The types of knots they tie depend on the rope or tools they are using. People also make knots to create jewelry, like bracelets and necklaces. Mountain climbers use certain types of knots to make sure they are safe and secure.



**street**



**knot**




### Item 4


**Knots**

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**make**



**break**







## Item 5

**Knots**

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<b>tools</b>	<b>mountains</b>	<b>bracelet</b>
		

## Item 6

**Knots**

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People started tying knots as soon as string was \_\_\_\_\_.

People started tying knots as soon as string was invented.

People started tying knots as soon as string was invents.

People started tying knots as soon as string was inventet!

### Adaptive Instructions

N/A (Not Applicable) (Item 1, 2, 3, 4, 5, 6)

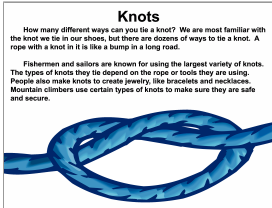
### Access Limitations

N/A (Not Applicable) (Item 1, 2, 3, 4, 5, 6)

## Reading Task 1:

### Knots: Item 1

#### Setup



string with knot



(teacher provided)

#### Script

Say: ***We're going to read about knots.***

Do: Read the passage.

Say: ***This is a string with a knot in it. Let's look at (touch) the knot.***

Do: Indicate the string and the knot. Observe the student, noting any changes in response before, during, and after indicating the string and knot. Then, record a score on the basis of the rubric and go to the next item.

#### Record 4 points:

- Student demonstrates **sustained involvement** in the activity; for example, he or she may
- consistently attend to teacher's communication (verbal or signed) and actions;
  - participate with intention in action involving the objects as modeled;
  - imitate (or try to imitate) action involving the objects as objects;
  - shift body movement/eye gaze appropriately as focal point of demonstration changes;
  - make an appropriate vocalization (e.g., an associated sound) in response to objects; and/or
  - demonstrate anticipation or prediction of next words and/or actions.

#### Record 3 points:

- Student demonstrates **generally maintained involvement** in the activity; for example, he or she may
- generally attend (with infrequent lapses) to teacher's communication (verbal or signed) and actions;
  - touch or point to object(s) as described;
  - sustain gaze toward object(s) during manipulation by teacher;
  - vocalize to show acknowledgment of object(s) during manipulation/exploration; and/or
  - willingly permit (participate in) hand-over-hand exploration of object(s).

#### Record 2 points:

- Student demonstrates **intermittent/irregular involvement** in the activity; for example, he or she may
- intermittently attend to teacher's communication (verbal or signed) and actions;
  - move toward/reach for the object(s) presented;
  - touch the object(s) presented; and/or
  - look at the object(s) presented, shifting gaze at least sometimes as appropriate.

#### Record 1 point:

- Student demonstrates **fleeting awareness** of, but little/no involvement in, the activity taking place; for example, he or she may
- only fleetingly attend to teacher's communication (verbal or signed) and actions;
  - exhibit a momentary change in movement, vocalization, and/or respiration in response to teacher and/or object(s);
  - open or move eyes toward teacher and/or object(s); and/or
  - permit guided touch/grasp of object as initially presented.

#### Record N:

- Student does not demonstrate any awareness of the object(s) or involvement in the activity taking place or may refuse to engage in the activity at any level.


## Reading Task 1:



### Knots: Item 2

#### Setup

**Knots**  
How many different ways can you tie a knot? We are most familiar with the knot we tie in our shoes, but there are dozens of ways to tie a knot. A rope with a knot in it is like a bump in a long road.

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<p>street</p> 	<p>knot</p> 
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#### Script

Say: **Show (tell) me, what does the writer say is like a bump in the road: the street (indicate the street card) or the knot (indicate the knot card)?**

## TRY 1

	→	Record 1	→	Next Item
	→	Record 0	→	Next Item
	→	Record N	→	Next Item


## Reading Task 1:


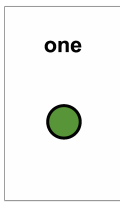
### Knots: Item 3

#### Setup

**Knots**  
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


many	one
	

#### Script

Do: Reread paragraph 2 of the passage.

Say: **Show (tell) me, what does a “variety” of knots mean: many types of knots** (indicate the many card) **or one type of knot** (indicate the one card)?

## TRY 1

	→	Record 1	→	Next Item
	→	Record 0	→	Next Item
	→	Record N	→	Next Item

## Reading Task 1:


### Knots: Item 4



#### Setup

**Knots**

How many different ways can you tie a knot? We are most familiar with the knot we tie in our shoes, but there are dozens of ways to tie a knot. A rope with a knot in it is like a bump in a long road.

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<p><b>make</b></p> 	<p><b>break</b></p> 
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#### Script

Do: Reread the third sentence of paragraph 2.

Say: **Show (tell) me, what is another word for “create”:** *make* (indicate the make card) **or** *break* (indicate the break card)?

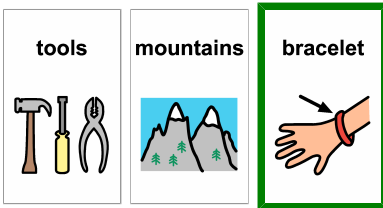
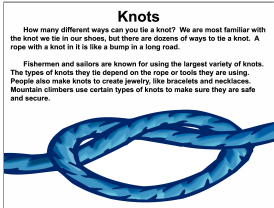
## TRY 1

 →	Record 1 →	Next Item →
 →	Record 0 →	Next Item →
 →	Record N →	Next Item →

## Reading Task 1:

### Knots: Item 5

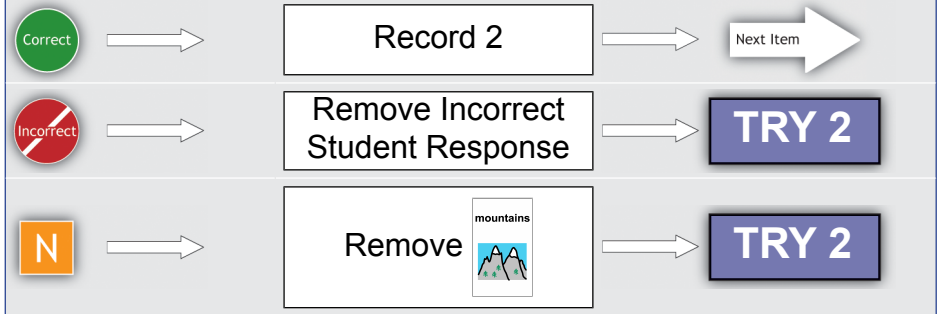
#### Setup



#### Script

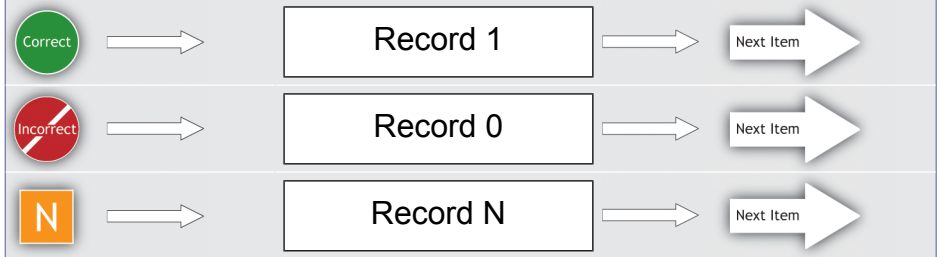
Say: **Show (tell) me, which is a type of jewelry: tools** (indicate the tools card), **mountains** (indicate the mountains card), **or bracelets** (indicate the bracelet card)?

### TRY 1



### TRY 2

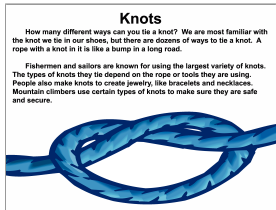
**Show (tell) me, which is a type of jewelry:** (indicate each remaining option in the original order of presentation)?



## Reading Task 1:

### Knots: Item 6

#### Setup



People started tying knots as soon as string was \_\_\_\_\_.

People started tying knots as soon as string was inventing.

People started tying knots as soon as string was invents.

People started tying knots as soon as string was invented.

#### Script

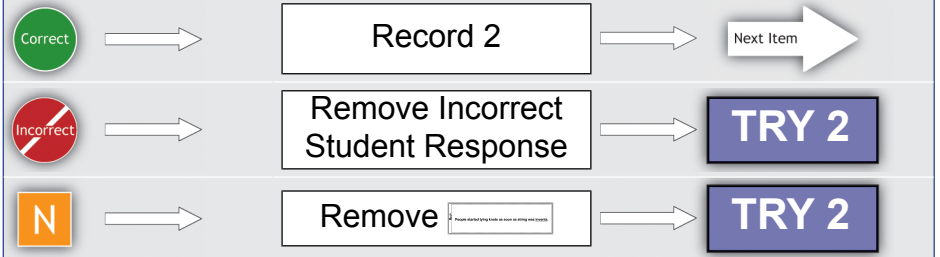
Say: **Here is a sentence the author left out of the passage.**

Do: Read the top sentence strip.

Say: **Show (tell) me, what is the correct way to complete the sentence: People started tying knots as soon as string was inventing** (indicate the “People started tying knots as soon as string was inventing.” sentence strip), **People started tying knots as soon as string was invents** (indicate the “People started tying knots as soon as string was invents.” sentence strip), **or People started tying knots as soon as string was invented** (indicate the “People started tying knots as soon as string was invented.” sentence strip)?

At the completion of the task say: **We’re finished reading about knots.**

#### TRY 1



#### TRY 2

**Show (tell) me, what is the correct way to complete the sentence:** (indicate each remaining option in the original order of presentation)?

