



Read to Be Ready plans for: The Patchwork Quilt 1st Grade

ELA Standards:

- 1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- 1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. c) Know the final -e and common vowel team conventions for representing long vowel sounds, including r controlled vowels. d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e) Decode two-syllable words following basic patterns by breaking the words into syllables.
- 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. b) Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y and r-controlled vowels.
- 1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. c) Use context to confirm or self-correct word recognition and understanding of words, reread as necessary.
- 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. d) Use verbs to convey a sense of past, present, and future.
- 1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.
- 1.RI.KID.1 Ask and answer questions about key details in a text.
- 1.RI.KID.2 Identify the main topic and retell key details of a text.
- 1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.
- 1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.
- 1.RI.CS.5 Know and use various text features to locate key facts or information in a text.
- 1.RL.CS.6 Identify who is telling the story at various points in a text.
- 1.RI.IKI.8 Identify the reasons an author provides to support points in a text.
- 1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1.
- 1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 1.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Social Studies:

History: 1.23 Use correct words and phrases related to chronology and time including: past, present, and future.

1.24 Interpret information from simple timelines.

1.25 Compare ways people lived in the past to how they live today, including: forms of communication, modes of transportation, and types of clothing.

Comprehension skill: compare & contrast

Phonics: long e: e, ee, syllables VCCV

Phonemic Awareness: substitute phonemes, blend and segment syllables, identify and isolate medial phonemes

Grammar/Writing: Nouns in Sentences

Unit Focus: past & present

Culminating Task: Students will create a quilt square with pictures/symbols that are meaningful to them.

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
M O N D A Y	<p>First reading of <u>The Patchwork Quilt</u></p> <p>Read the story all the way through today, avoiding too many pauses along the way.</p>	<ul style="list-style-type: none"> attic pattern flexed examined anxious costume repair snipping 	<p>What did the author mean when Grandma said "It aint dirty; honey. It's worn, the way it's supposed to be?"</p> <p>What did grandma mean when she said a department store quilt wasn't the same as a patchwork quilt?</p> <p>How long does Grandma say it would take to make a quilt? Why would it take that long?</p> <p>How did grandma use Jim's blue corduroy pants?</p>	<p>If you were Tanya, would you have done the same thing when grandmother got sick? Why or why not?</p>	<p>DE Board with all videos for this topic: https://tinyurl.com/yc77c4qv</p> <p>ARTS INTEGRATION: https://www.crayola.com/lesson-plans/patchwork-quilt-lesson-plan/</p>

			<p>Why did Grandma like sitting by the window? What did she call it and why?</p> <p>Why is it important for a quilt to include a "piece" of everyone in the family? What can be used for this?</p> <p>Grandmother refers to the quilt as a "masterpiece." What does that tell you about how she feels about it?</p>		
T U E S D A Y	<p>2nd Reading of <u>The Patchwork Quilt.</u></p> <p>Read only through the page where they are eating breakfast.</p>		<p>The author states "Grandma's eyes grew dark and distant." What does she mean? What do you think Grandma was thinking about?</p> <p>Share with a partner what the following sentence means: "A quilt won't forget. It can tell your life story."</p> <p>What did Tanya decide to be for Halloween Describe her costume?</p> <p>Show the picture of the family out in the snow. How has the season changed?</p> <p>Mama didn't want the children to know Grandmas wasn't feeling well. Why? Looking at the illustration, how do you think Mama and Papa are feeling?</p>	<p>How is Christmas in the picture like the Christmas at your house? Do you have a tree? Does family come over to eat? Does your mom cook and bake?</p> <p>For students who don't celebrate Christmas, have them write about a celebration they have.</p>	
W E D N E S D A Y	<p>3rd Reading of <u>The Patchwork Quilt.</u></p> <p>Read from the page of Grandma in the bed to the end of the book.</p>		<p>What was Tanya's job in helping to finish the quilt? What was Mama's job?</p> <p>Why did Ted and Jim join in helping with the scraps?</p> <p>Why did Tanya snip part of Grandma's quilt that was on her bed?</p> <p>How do you think Tanya felt about the last patch "For Tanya from your Mama and Grandma."</p>	<p>Explain how the family worked together to work on the quilt. Why did they all join in?</p>	

T H U R S D A Y	<p>DE Video: <u>The Patchwork Quilt</u> by Flournoy 9:27</p>		<p><i>How many generations of family members are in the story, <u>The Patchwork Quilt</u>? (Three – grandmother, Mom & Dad, Tanya & her brother)</i></p> <p><i>Why was the quilt so important?</i></p> <p><i>The quilt became a symbol. What did it symbolize? (family)</i></p> <p><i>What was the message the author wanted you to learn from the story?</i></p> <p><i>How is this book similar to <u>The Keeping Quilt</u>?</i></p>	<p>Write about a quilt you would create for your family. What would you use to make it? What colors or designs would be on the quilt? How would you use the finished quilt?</p>	
F R I D A Y	<p>DE Video Clip: “Quilting Kids” 2:47</p> <p>Studies Weekly #9 Life in the Past. See Studies Weekly lesson plans on Clever.</p>		<p><i>What was the purpose of this video? (to show how students made quilt squares to reflect themselves)</i></p> <p><i>How did the children decide what to put on their quilt square?</i></p> <p><i>A symbol is a picture that has meaning. What symbols would you use to tell about yourself – who you are and what you like?</i></p> <p>(*Guide students to select symbols related to their personal interests, family members, pets, sports, or simply a picture of themselves)</p>	<p>Have students draw a quick rough draft of what they would include on their quilt square. Limit the items in the drawing to about 2 or 3 for time purposes.</p>	<p>Supplies needed:</p> <ul style="list-style-type: none"> Felt squares Felt scraps Ribbon Googly eyes Yarn Glue