Unit 1/Week 3

Title: The Keeping Quilt

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.7; RF.3.3, RF.3.4; W.3.2, W.3.4, SL.3.1, SL. 3.6; L.3.1, L.3.2, L.3.4, L.3.6

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

It is important to keep family history and traditions alive through the generations.

Synopsis

Patricia’s Great-Grandmother, Anna, comes to America as a child from Russia. The only things she brings with her are a dress and a babushka. Anna outgrows the dress and her mother decides to cut it up and use it to create a quilt that is passed on from generation to generation. The quilt becomes an important symbol and is used in many of the family’s traditional Jewish celebrations.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| Look at the picture on page 134. Why does the illustrator choose to make Anna’s clothes in color? (Pg. 134) | The illustrator wants to show that Anna is the main character and she has an important part in the story. Her clothes, including her babushka, become part of the Keeping Quilt. |
| How is life in New York City different than life in Russia? How is it similar? (Pg.135) | Life is different in the city because people are in a hurry and it is crowded. Life is similar since their neighbors are like them. |
| The author writes, “English sounded to her like pebbles dropping into shallow water.” What does this phrase mean? (Pg. 136) | Anna doesn’t understand English. English sounds different. |
| Why did Anna’s mother decide to make the quilt from scraps of old clothing? (Pg. 139) | She wants the quilt to remind everyone about home and family in Russia. |
| How does the quilt become a part of the family’s weekly prayers? (Pg. 140) | They used the quilt as a tablecloth on Friday nights. |
| What does Great-Grandpa Sasha give Anna to show that he wants to be her husband? What does each item symbolize? (Pg 140-141) | He gave her a gold coin, a dried flower, and a piece of rock salt all tied in linen handkerchief. The gold is for wealth. The flower is for love. The salt is to add flavor in their lives. |
| How is the quilt used in the wedding celebration? (Pg. 141) | They used the quilt as a huppa. |
| How is the quilt used when Carle is born? How is it used when she gets married? (Pgs. 142-143) | The quilt is used to wrap Carle when she was a baby. It used as a huppa in her wedding. |
| What traditional items were given to Carle when she was born?  (Pg. 142) | She was given a gold coin, flower, salt, and bread. |
| Why is the quilt shown in color? (Pg. 144) | To show that the quilt is an important part of their family. |
| How is Mary Ellen’s wedding similar to her mother’s and grandmother’s? How is her wedding different from her mother’s and grandmothers? (Pgs. 143-146) | They still used the quilt as a huppa and included traditional symbols in the bouquet. She invited non-Jewish friends to the wedding. |
| The sentence, “The quilt welcomed me, Patricia, into the world.” What clue does this sentence give you about the relationship between the narrator and each character in the story? (Pg. 146) | This sentence tells us that Patricia is the narrator and she is the great-granddaughter of Anna. |
| Which details did Patricia’s mother tell her about how the quilt was made? Why did Patricia’s mother tell her the story of how the quilt was made? (Pg. 147) | The quilt is made from scraps of sleeves, aprons, and dresses from family members. Her mother wants her to know that the quilt is special and is important because of its connection to her Russian ancestors. |
| What is the relationship between Traci Denise and the narrator? (Pg. 148) | Traci Denise is the narrator’s child. |
| How is the quilt used when a family member is dying? Why does the author include the phrase, “prayers were said to lift her soul to heaven?” (Pg. 150) | When a family member is dying the quilt is used to cover them. Prayers are said to guide the person to heaven. |
| Why does the author call the quilt *the Keeping Quilt*? (Pg. 151) | It keeps the family history alive; traditionally the family shares its story with new members. |
| What stays the same in the family, generation after generation, and what is different? (Pg. 151) | The quilt is always there, as blanket, cape, and huppa as each child is born and grows to be an adult, marry, and have children. Customs change, such as who gets invited to and dances at the weddings. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | Pg. 135, 137 - Back-home Russia  Pg. 140 - prayers, Sabbath  Pg. 143 - bouquet  Pg. 149 - gathering  Tradition  Narrator  Generation | Pg. 134 - artificial  Pg. 139 - scraps of clothing  Pg. 141 - handkerchief  Pg. 142 - poverty, hunger  Pg. 147 - steaming  Pg. 149 - took pleasure |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Pg. 137 - babushka  Pg. 138 - quilt  Pg. 139 - border  Pg. 141 - huppa  Pg. 142 - wrapped | Pg. 134 - hauling  Page 147 - trace, pretend |

Culminating Task

* Re-Read, Think, Discuss, Write

*Why does Patricia Polacco use color for the quilt throughout the story? Use details and evidence gathered from the text to discuss your opinion with a partner, and then write your opinion in a well-developed paragraph.*

Answer: Patricia Polacco uses color to emphasize the significance of the quilt and how it is used by the family. The quilt is an important part of the family’s celebrations and traditions. It is first used as a tablecloth during prayers. It is also used as a huppa during weddings, a wrap for newborn babies and a cover for the sick. The quilt is passed on from generation to generation and is a symbol of Patricia’s family traditions.

Additional Tasks

* *Students will create an annotated graphic organizer, using key words and concepts from the text, to explain the traditions Anna, Carle, Mary Ellen, and Patricia passed on from one to another. Possible graphic organizers for this activity: flow chart, T-chart, classification chart, etc.*

Answer: Students should be able to reference the text to create an annotated graphic organizer, in chronological order, each tradition that was passed on from Anna to Carle, then to Mary Ellen, and finally to Patricia.

Note to Teacher

* The Teacher Edition suggestions take the questioning in several directions: summarizing, sequence of events, predictions, vocabulary, and drawing conclusions. Many of the questions in the Teacher Edition require students to make text-to-self connections; however, it is important to identify the purpose for the reading to help guide students to answer text dependent questions. We chose to focus on the big idea of family traditions so that actual events, dialogue, and illustrations could be referenced when students respond to questions.

Supports for English Language Learners (ELLs) to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.