Title/Author: The Keeping Quilt by: Patricia Polacco

Suggested Time to Spend: 5 Days (Recommendation: two sessions per day, at least 20 minutes per day)

Common Core grade-level ELA/Literacy Standards: RL.2.1, RL.2.2, RL.2.3, RL.2.6; W.2.1, W.2.8; SL.2.1, SL.2.2; L.2.1, L.2.2, L.2.4

Lesson Objective:

Students will listen to a literary story read aloud and use literacy skills (reading, writing, listening, and discussing) to understand the concept of the text.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

The bond of family transcends cultural and traditional changes throughout generations. How did the quilt maintain family customs and traditions?

Synopsis

In this story, there are six generations of women descended from a woman who emigrated from Russia to America. The book begins with Anna, the Great-Gramma, and ends with Traci Denise, the sixth generation. Throughout the story, each generation of the family begins to embrace the American way of life, yet they still maintain the customs and traditions of Russia and their Jewish heritage. The family quilt helps them to keep the core of their Russian culture, even though they have adapted to the American way of life.

1. Go to the last page of the lesson and review “What Makes This Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*
3. Consider pairing this series of lessons on *The Keeping Quilt* with a text set to increase student knowledge and familiarity with the topic. A custom text set can be found[here](https://achievethecore.org/page/2561/the-keeping-quilt-with-companion-text-set)[.](https://drive.google.com/drive/folders/0B66A6Ds77LpiU3dIZVFxMFFkLUk) *Note: This is particularly supportive of ELL students.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

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| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| **FIRST READING:**  Gather students together on a carpet or another close setting. This will ensure all students are able to view the illustrations, which are a key component to understanding the story. Read aloud the entire book with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused.  ACTIVITY:  1) Teachers will pre-cut materials for a “family tree” (a ***suggested*** template can be found here): <https://www.teachervision.com/tv/printables/TCR/1576901106_27.pdf>) Teachers should review the template and make adaptations as they see fit. (Ex. by whiting out the labels “grandfather,” and adding the names “Anna’s mother,”etc., on the leaves.)  2) Teacher will provide small pictures to represent the 6 generations of women to be added to the tree. Teacher will get pictures from the book *The Keeping Quilt*.  Anna’s mother (p. 6)  Great-Gramma Anna (p. 1)  Grandma Carle (p. 15)  Mary Ellen (p. 20)  Patricia (p. 29)  Traci Denise (p. 29)  3) Students will cut out pictures for the family tree after the first reading is complete. Students will put the pieces of the family tree together during the second, third, and fourth reading as each generation is introduced. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. The family tree serves as a tangible graphic organizer for students to keep the important sequencing of the story and how each character is connected. |
| **SECOND READING:**  If possible, use a document camera or e-book for the second to the fifth readings. This will ensure students can view the book while working with their graphic organizers simultaneously from their seats or from a space in the room that allows them to work.  Re-read pgs. 2-8.  (Allow students to take out their “family tree” that was created the day before and add characters that are re-introduced in this lesson.)  **Vocabulary**  Go back to pg. 4 and read the sentence, “The only things she had left of backhome Russia were her dress and the ***babushka*** she liked to throw up into the air when she was dancing.”  ***Tell*** -” Babushka” means a scarf women wear on their heads. ***Ask*** - What do you think are other ways you could use a babushka?  **Questions:**  (Page 3) What does it mean when the author says, “English sounded to her like pebbles dropping into shallow water”?  Based on today’s reading, how many ways was the Babushka used?  (Page 5) Why did Anna’s mother decide to make a quilt?  Why do you think certain pictures are in color?  And why do you think the illustrator chose to make the quilt colorful throughout the book, while the rest of each drawing is in brown pencil?  Activity:  Students will use small wallpaper samples in shapes of squares or small decorative squares of stationery and add them as the base of their family tree. | Students will use illustrations, artifacts, and real images to help them understand the vocabulary words that are being presented in the text.  Students will revisit the text to revise their answers from the rereading of pages 2-7. Students will start to understand the significance of the quilt and how it is a symbol for keeping family traditions alive.  Students will understand that English was hard for Anna to understand.  The ladies got together and created the “babushka.” Then it was used as a cape, a shawl, etc.  She decided to make a quilt because it would be something they could keep in the family to remind them of Russia.  The pictures that are in color are of the quilt. It is in color because it is the theme (message) of the story. It is referred to throughout the book.  The rest of the drawings are in brown pencil because they are pictures of people in the family who are using the quilt. The quilt is the most important thing to all the women  .  The different squares (wallpaper samples or stationary) will  represent the how the quilt was put together to symbolize  the role the quilt played in the family.  Teacher will guide students in this activity. These small  squares will represent the quilt that is introduced on pg. 7-8. |
| **THIRD READING:**  Invite students to take out their “family trees” that were created the day before and add characters that are re-introduced in this session. Students will identify a new generation of the family in this lesson.  Gather students on carpet or other close area.  Students will follow along as teacher reads pages 9 -20 of the text. Students will respond to questions asked during the reading of the story. Teacher will guide and encourage class discussions.  **Questions:**  (Page 9) How was the quilt used on the Sabbath?  (Page 10) What items did Grandpa Sasha give to Anna to express his love?  (Page 11) Describe the family’s celebration after Anna’s and Sasha’s wedding.  (Page 13) What items were Carle given at birth? Describe how those items were similar to the ones Grandpa Sasha gave to Anna.  In what ways was the quilt used in current and previous parts of the story? (Make a list of students’ responses on chart paper)  ***Add to the list through the duration of the text***  (Page 20) What major event did the family experience after Carle’s and Grandpa George’s wedding?  **Activity:**  Students will add Carle and Mary Ellen to the family tree. They will then gather in groups to discuss the characters they have added to the tree and compare similarities and differences in those characters. | The students will become more familiar with how family  generations are formed.  Anna’s mother would say the prayers to start the Sabbath. The family used the quilt as a tablecloth as they ate challah and chicken soup.  Grandpa Sasha game Anna a dried flower, piece of rock salt, and a gold coin tied in a handkerchief.  The men and women celebrated separately after the wedding.  Carle was given gold, flower, salt, and bread just as Anna was given a gold coin, flower, and salt by Grandpa Sasha. Carle was given a special gift of bread that so that she would never go hungry.  Students will identify ways the quilt was used throughout the story (e.g., as a cape/shawl, in a wedding, as a blanket, etc.).  Answers may vary.  Grandma Anna passed away. |
| **FOURTH AND BEYOND:**  In this reading students will add the remaining family members of the family tree.  Teacher will guide students to summarize the events that took place in the book from pages 1-20. Once students have shared a majority of the events, the teacher will read aloud pages 21-29.  Students and teacher will re-read the text. Students will respond to the questions asked during the reading of the story. Teacher will model and encourage class discussions.  (Page 25) Why did Patricia’s mother tell her how the quilt became a part of their family?  (Page 26) How did Patricia use the cape after her mother told her that story?  After reading this story, why do you think this book is titled *The Keeping Quilt*? (various pages)  ***Remind students to bring in a family treasure or symbol.*** | Patricia’s mother told her who had contributed each part of quilt.  Patricia pretended it was a cape and a tent.  Answers may vary but should be directly related to both the text and the questions asked throughout the book, with a special emphasis placed on the word *Keeping*. |

FINAL DAY WITH THE BOOK - Culminating Task

Students will write an opinion paragraph about why they think this book is titled “The Keeping Quilt”.

* Students write a sentence or two to introduce their book with title, author, and something about the quilt.
* Students write (or are given) an opinion statement such as, “In the book the quilt shows/represents the love/bond of the family kept through the years/generations.”
* Students support their opinion by writing one or more of the uses of the quilt by different generations of the family (from their anchor chart).
* Students write a concluding sentence.

Vocabulary

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| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| page 2 - artificial - made or produced by human beings rather than occurring naturally  page 2 - hauling - to pull or drag with effort or force  page 7 - scraps of clothing - a small piece or portion of clothing  page 10 - handkerchief -a square of cotton or other finely woven material, typically carried in one's pocket and intended for blowing or wiping one's nose  page 13 - poverty/hunger - the state of being extremely poor/ without  Page 15 - bouquet - an artificially arranged bunch of flowers  page 16 - wrapped - cover something or someone with a piece of material  page 26 - steaming - giving off steam, extremely hot | page 2 and 4 - backhome Russia - in our country  page 4 - babushka - grandmother or old woman  page 5 - quilt - a warm bed covering made of padding enclosed between layers of fabric and kept in place by lines of stitching, typically applied in a decorative design  page 7 - border - the edge or boundary of something, or the part near it  page 9 - prayers, Sabbath - a day of religious observance and abstinence from work, kept by Jews from Friday evening to Saturday evening, and by most Christians on Sunday  page 11 - huppa - in a Jewish wedding, the portable canopy beneath which the couple stands while the ceremony is performed  Gathering - an assembly or meeting  Tradition - a way of thinking, behaving, or doing something that has been used by a group of people.  Narrator - a person who tells the story of events  Generation - all of the people born and living at about the same time |

Extension learning activities for this book and other useful resources

* + - 1. Main Idea Belt – for directions, go to [www.litcircles.org/Extension/mainidea.html](http://www.litcircles.org/Extension/mainidea.html).
      2. Students can create a class quilt. Have students make self-portraits and draw a symbol that is important to the classroom culture. Add a unique border to the quilt.
      3. Re-read the story. Discuss the significance of the quilt. Students will share family treasures or symbols brought in from the previous reading. Students will describe family treasures and explain how they are significant. *Note: This is particularly supportive of English Language Learners.*

Note to Teacher

The book is not numbered so you will have to pre-number it before reading it or assigning it to each student. This book allows for many opportunities to prompt text-to-self connections. Always steer students back to the author’s purpose while using this text for instruction.

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.



1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

The story has an overall theme: The bond of family transcends cultural and traditional changes throughout time. Families pass down heirlooms to help maintain the family’s history. For example,

* Page 9: the family used quilt as tablecloth
* Page 11: Used huppa when Gramma Anna married

Chronological sequence of events leads reader through the six generations and how quilt was a constant representation of their family.

Inferences (point of view, narrator, additions/changes throughout each generation of the family)

Figurative Language (Page 3 – “When Anna went to school…”

Religious terms/Russian vocabulary: *babushka, Sabbath, huppa, challah, kulich,* Jews)

Academic vocabulary (artificial, quilt, shallow, bouquet, linen)

World geography (page 2 – Russia, NY, America; page 16 – Michigan)

Concept of generations (pages 2, 10, 14, 21, 23, 29)

Customs and Traditions

**Structure**

**Meaning/Purpose**

**Knowledge Demands**

**Language**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

*The use of the Russian vocabulary in the text. The supports will be paying attention to the illustrations in the text, bringing in artifacts, and showing real-life images to help clarify students’ understanding of the words from the text.*

How will this text help my students build knowledge about the world?

*Events from the story include differences, customs, and traditions and family generations. The book also exposes students to geography in the sense of becoming knowledgeable about Russia and its culture.*

**4. Grade level**

What grade does this book best belong in? 2nd

*Even though this book’s Lexile level is in the 3rd-4th grade, used as a read-aloud, it will support and encourage higher-order thinking for 2nd grade and it will allow them to “grapple” with the main idea.*

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