



Read Aloud Transcript

Language Arts 2B Module 27 –
Animal Adventure

The Patchwork Quilt

By: Valerie Flournoy
Book ISBN #: 9780803700970

Objectives:

- Students will read vocabulary words in context. Students will demonstrate comprehension of a story.
- Students will make predictions.
- Students will use information gained from the illustrations and words in print to demonstrate an understanding of the story's characters, setting, or plot.
- Students will use a graphic organizer to compare different characters or events in a story.

Before Reading	
Directions	Teacher Script
Hold up the front of the book and say:	<i>Today we are going to read a story about a family. Families have certain traditions that they follow. Do you know what a tradition is? Can you think of any traditions that your family has?</i>
Pause to call on a student or several students to hear their answer. Once a student(s) answers the questions, point to the title of the book and say:	<i>The title of this book is <u>The Patchwork Quilt</u>. Remember, the title of the book helps our minds think of what our story will be about.</i>
Point to the name of the author of the book and say:	<i>The author is Valerie Flournoy. Who can tell me what the author does or what the job of the author of a story is?</i>
Point to the illustrator's name and say:	<i>This story is illustrated by Jerry Pinkney. What does an illustrator do, or what is the job of the illustrator of the story?</i>

Hold up the cover of the book and say:	<i>Let's take a look at the cover of this book. The title says The Patchwork Quilt. What does the word quilt mean? Does anyone you know have a quilt?</i>
Call on a few students to hear their answers until someone says, "a quilt is a type of blanket or bed cover. It is usually handmade." Next, hold up the cover so that the students can see the picture. Say:	<i>Before reading the story, let's make a prediction. A prediction is when you make a good guess about something based on clues or pictures you see. When you look at the picture on the cover of this book, what do you think this story is going to be about? Do you think this story will be fiction or non-fiction?</i>
Call on a few students to hear their predictions. Acknowledge their predictions. Then call on a few students to hear their answers. Once a student answers "fiction," say:	<i>That is correct! This is a fiction story. A fiction story is not real. It expresses a make-believe story.</i>
Finally, set a focus for the story by saying:	<i>This week our comprehension skill is identifying different vocabulary words throughout our story and demonstrating an understanding of the characters in our story. Vocabulary words help us understand our story, and the characters bring the story to life. As we read the story, pay attention to what the text is mostly about and how the two main characters interact with each other.</i>

During Reading	
Directions	Teacher Script
Open the book to the first page of the story and say:	<i>Remember, we are comparing our two main characters today. We will also be looking at certain vocabulary words throughout our story.</i>

Read the first page of the story. Ask students the following:	<i>Let's make another prediction. Who do you think our main characters will be? Possible Answers: The little girl, the mother, the grandma, the whole family.</i>
Read the first page again. Ask students the following:	<i>What do you think the word restlessly means? Possible Answers: bored, anxious, wants to do something.</i>
Continue reading until you get to page 15. After reading the page, ask the students the following:	<i>Using context clues, what do you think the word absentmindedly means? Possible Answers: as though lost in thought, in a distracted way.</i>
Call on a few students to hear their answers, then say:	<i>What are Tanya and her grandma talking about? How long will it take to make the quilt? Answer: They are talking about making a quilt. It could take as long as a year to make.</i>
Call on a few students to hear their answers, then continue reading until you get to page 20. After reading the page, point to the sentence and ask the students the following:	<i>What does the word glint mean in the sentence, "Mama saw the mischievous glint in Tanya's eyes." Possible answers: sparkle, flicker of an idea or light, movement.</i>
Continue reading until you get to page 24. After reading the page, ask students the following:	<i>What has happened to Grandma? Answer: She is feeling ill.</i>
Once the students answer the above question, ask the students the following:	<i>Let's make another prediction. What do you think is going to happen to the quilt now that Grandma is feeling ill?</i>
Call on a few students to hear their predictions and say:	<i>Nice job making predictions! Let's see if any of your predictions are right.</i>
Continue reading until you get to page 28. After reading the page, ask the students the following:	<i>Who stepped up and helped work on the quilt now? Possible Answers: Tanya cut the pieces of fabric, and Mama sewed the</i>

	<i>pieces together. They worked on creating the quilt together while Grandma was ill.</i>
Read through page 30. After reading the page, ask the students the following:	<i>When Tanya got home from school, did she go outside and play, or did she work on the quilt? Possible Answers: She worked on the quilt, even when Mama was unable to help her.</i>
Continue reading. After reading the last page with text, ask the students the following:	<i>What happened at the end of our story? Possible Answers: The quilt was finally finished with the help of Grandma. The family loved every patch that was put into it. It showed all their love as a family throughout the year.</i>

After Reading	
Directions	Teacher Script
After finishing the story, complete The Patchwork Quilt character Venn diagram. Students will be comparing the two main characters (Tanya and Grandma) in the story. Tell students:	<i>This week we learned how to describe characters in a story. We are going to practice this by completing an interactive activity. In this story you learned about how important family traditions are and how characters interact with one another. You learned a lot of different vocabulary words that helped you better understanding the meaning of the story. As you think about the two main characters (Tanya and Grandma), think of how they are alike and how they are different.</i>
Pull up the Venn diagram PowerPoint so that the students can see it and say:	<i>Using a whiteboard or a piece of paper, draw the Venn diagram. Then, write the words that you feel describe Tanya inside the circle labeled Tanya. Then, write the words that you feel describe Grandma inside the circle labeled Grandma. If you feel some words could describe both of them,</i>

	<p><i>write those words inside the area labeled Both. When you are done, put your thumb up so that we can discuss the answers as a class.</i></p>
<p>Demonstrate how to draw the Venn diagram on a whiteboard or piece of paper. Do not write any of the answers on the graphic organizer. Give students a few minutes to complete the activity on their own, then display the PowerPoint and discuss the answers with the students.</p>	<p><i>Let's look at the PowerPoint together. What words did you list to describe Tanya? Answers: child, takes over the sewing process, hard-working. Hard-working could be used for 'Both' also.</i></p>
<p>After the students answer, drag, and drop those words in the circle for Tanya. Next, ask the students the following:</p>	<p><i>Let's look at the PowerPoint again. What words did you list to describe Grandma? Answer: adult, becomes ill, favorite spot- big soft chair.</i></p>
<p>After the students answer, drag and drop those words in the circle for Grandma. Next, ask the students the following:</p>	<p><i>Let's look at the PowerPoint one more time. What words did you list to describe both characters? Answer: creative, dedicated, also hard-working.</i></p>
<p>After the students answer, drag and drop those words in the area for Both.</p>	<p><i>You did a great job comparing the two main characters of our story! As you do your independent reading this week, be sure to think about the different vocabulary words you see throughout your stories. Also, pay attention to the characters in a story and see if they are alike or different.</i></p>