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<tr>
<td>a. narrative</td>
<td>125</td>
</tr>
<tr>
<td>b. functional/notional chart</td>
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</table>
Introduction to Unit

1. **Title:** Celebrating Culture through Quilts – An integrated Social Studies/Language Arts Unit

2. **Grade Level:** Grade 4

3. **Target Group:** Mainstream class with integrated ELL students

4. **Source of Written Reading Material:**

5. **Source of Lessons:**
   Lessons for unit were designed by Lisa Carino for a methods class. Ideas for lessons were adapted from the following sources:
   - www.enchantedlearning.com

6. **Learning Goals for Unit:**
   - I want my students to know that a quilt can be used as a means by which a story can be told.
   - I want my students to know the importance of family and culture and to respect one another’s.
   - I want my students to know that there is a variety of ways to share past experiences.
   - I want my students to know how to make connections with literature and how to compare and contrast reading selections.
Lisa Carino  
Unit: Celebrating Culture through Quilts – An integrated Social Studies/Language Arts Unit  
Grade: 4th  
Target Group: Mainstream class with some integrated ELL students  
Type of Teacher: ESL Tutor

<table>
<thead>
<tr>
<th>ESL LANGUAGE</th>
<th>LANGUAGE</th>
<th>CONTENT</th>
<th>LEARNING STRATEGIES</th>
</tr>
</thead>
</table>
| Knowledge    | 1. Appropriate vocabulary | 1. Define a quilt as an artifact used to tell a story  
2. Recognize the importance of family and varying cultures  
3. Relate and share past experiences  
4. Make connections with literature  
5. Explore grammar through literature | |

Skills  
1. Engage in active listening  
2. Relate past experiences orally in discussion groups  
3. Define vocabulary through context  
4. Recognize past tense verbs through authentic text  
5. Read literature selections  
6. Analyze text to make comparisons  
7. Write short story to convey prior experience  
1. Create a quilt square to represent past experience  
2. Retell past experience  
3. Discuss and share culture in groups  
4. Compare and contrast story elements  
5. Predict outcomes  
6. Analyze authentic text to determine past tense verbs  
7. Identify connections among characters to personal life events  
1. use of graphic organizers to arrange information (Venn-Diagram, T-chart)

Attitudes/Awareness  
1. Appreciate and respect differences in cultures  
2. Awareness of the various means used to communicate stories and events
Lesson 1
Narrative – Lesson 1

This unit will comprise tasks that focus on the use and purpose of quilts. Students will be exposed to children’s literature representing quilts and how they are used to reflect one’s culture and history. They are a means by which history can be transferred from generation to generation. Quilts provide a concrete link for children between contemporary life and history because they have been used to help re-tell family stories and past events by a variety of cultures. Quilts are often passed down from one generation to another and the original material often comes from scraps of clothing and articles around the home. There is a sense of personal heritage and history that is evident in the quilt and comes through when they are shared by the owner. This not only teaches us about people and places of the past, but also provides a positive link between school and home. Through this unit, students will have the opportunity to discover facts about one another, details about quilting, discuss family relationships and connect activities to their own lives.

The unit will be designed for students in grade 4. The classroom is a mainstream, heterogeneous group of 20 – 25 students of varying ability levels and at least 2-3 ELL (English Language Learner) students. All academics are conducted in English and ELL’s are given minimal support. Students will be given the opportunity to listen, speak, read and write in English. This unit attempts to facilitate the development of higher level thinking allowing the students to move from story recall to application and synthesis. The teacher will try to guide learning as a facilitator and act as a language model. The use of graphic organizers such as K-W-L charts, t-charts and Venn-diagrams will be utilized to provide aids to guide learning and assist ELL’s in developing language skills.

Lisa Carino
Pictures and visuals will be provided to bring reality, purpose and meaning to the learning process. The value of visuals can not be overstated. It is the main ingredient for contextualizing information and making it more accessible to ELL’s.

I believe that children’s literature helps to contextualize language by providing a framework for speaking and writing. It is also a tremendous tool to increase vocabulary. All students should be exposed to a variety of children’s literature pieces at all levels of proficiency.

Suggested modifications for ELL students are clearly identified throughout the lesson. I strongly urge the use of peer tutors with ELL students. Students learn best when modeling one another. Reward systems can be implemented for those who volunteer to tutor fellow students. This provides a safe classroom environment and allows students the opportunity to experience school as community learning.
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulaic Expression</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create</td>
<td>KWL chart about QUILTS</td>
<td>A quilt is like ______.</td>
<td>a blanket, cloth, soft, colorful, warm, pretty, made of cloth/material, sewn</td>
<td>Adjectives Nouns Simile</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A quilt is ______.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>List</td>
<td>Items from bag on T-Chart</td>
<td>This is a _____   _____ .</td>
<td>gold coin, dried flower, small handkerchief,</td>
<td>Adjective, Noun Partitive nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This is a _____ of ______.</td>
<td>piece of salt, slice of bread</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Different ways the quilt was used.</td>
<td>The quilt was used as a ______.</td>
<td>tablecloth, picnic blanket, a wedding huppa, cape, tent</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The quilt was used to ______.</td>
<td>wrap babies, keep warm,</td>
<td>Verb infinitives</td>
</tr>
<tr>
<td>Predict</td>
<td>how the items from the bag are related to the story</td>
<td>This is a ______________.</td>
<td>gold coin, dried flower, small handkerchief,</td>
<td>Adjective/noun</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I think ______ means ______________.</td>
<td>piece of salt, slice of bread</td>
<td></td>
</tr>
<tr>
<td>Identify</td>
<td>Yiddish vocabulary words from story</td>
<td>(article) ______ is ________ (noun)</td>
<td>Babushka, challah, wedding huppa, Sabbath, kulich</td>
<td>Nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(article) ___________________ (noun)</td>
<td>The/a (or nothing)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cloth, cake, bread, dinner, holy day, grandmother</td>
<td></td>
</tr>
</tbody>
</table>

Lisa Carino
Lesson 1

Overview
The teacher will read aloud, The Keeping Quilt by Patricia Polacco. This story is about the author’s great-great grandmother’s emigration from Russia to America. She brings a shawl that becomes part of a quilt that is passed along to future generations. The teacher will show the cover of the book and explain that it will be read aloud to the class. Students will participate in a few activities to further activate prior knowledge and to introduce key vocabulary.

Objectives:
Most students will:
- actively participate in creating a KWL about quilts
- predict outcomes of a literature piece prior to reading
- engage in active listening
- interact with peers
- identify and define vocabulary words from the story by predicting definitions

Intermediate ELL students will:
- engage in active listening
- identify key vocabulary in story
- share ideas using short phrase responses

Beginning ELL students will:
- complete a visual listening guide to identify vocabulary words
- practice receptive listening skills
- use yes/no, point to items, or use gestures to participate in discussions
- follow directions

Materials - quilt, pictures of a quilt, chart paper, markers, KWL chart, T-Chart, Bags with objects in it (gold coin, dried flower, rock salt, handkerchief, and bread), copies of listening guides,

Modifications from Original Lesson to assist ELL Students
- Addition of cluster map to assist ELL students in creating KWL chart
- Allow students to share ideas in pairs prior to contributing to class
- ELL students will be grouped with fluent English students for proper modeling of language and assistance
- Teacher attempts to enunciate clearly
- Teacher will write words to provide a visual and point to the vocabulary as lesson ensues

Lisa Carino
Initiation (8 minutes):

Teacher will bring in a quilt and some pictures of quilts to activate prior knowledge. Pictures and real quilts will be available for students to examine (see pages 9-12). Teacher will explain that these are examples of different quilts. Teacher will draw a Cluster Map (see page 13) on chart paper. The word “QUILT” will be at the center. Teacher will give students 1 minute to “think-pair-share” some ideas about quilts. Class will brainstorm and share notions about quilts. Teacher will write ideas in circles around the word QUILT repeating each word as it is being written. Teacher will next display a large KWL chart (see page 14). Using the ideas from the cluster map, class will complete the “K” column of the chart to display what the already know about quilts. Next they will complete the “W” section of the chart to decide what they would like to learn. This chart will be displayed, edited and completed as the unit ensues.

Activity 1 (15 minutes)

Modifications from Original Lesson to assist ELL Students

- Teacher models explicitly how to complete activity
- Teacher employs a think-aloud approach to make more comprehensible
- Teacher modifies discourse by the use of repetitive statements (This is ____ ) and by using gestures to increase comprehension
- Assign jobs to group members
- Ensure that ELL’s are paired with a peer tutor that is capable and willing to assist
- Language prompts were added to T-chart to provide language framework

Prior to reading the story, the class will break into heterogeneous work groups. Each group is given a T-chart (see page 15) and a bag filled with objects from the story (see page 16). Teacher will explain that each object is found in the story. It is their job to determine what the objects are and make predictions as to what they will mean in the story. The objects are to be removed one at a time and identified by group. Student will remove item and state, “This is _____”. Someone will write name of object in first column. The group must then attempt to predict how the item will relate to the story. They will state, “I think _____ means _______”. This will be recorded in the second column. (O.L.)

Lisa Carino
Teacher will demonstrate the activity using a think-aloud approach. Large T-chart will be on the board. She will have a pencil and a sea-shell in a paper bag. She will remove and view one item. She will model response, “This is a pencil” then write the word pencil in the “OBJECT” column while displaying the pencil. To complete the “PREDICTION” column, she will think-aloud by saying “I think this story may be about writing a letter”. She will then write “WRITE A LETTER” in the prediction column. She will try to demonstrate how to write a letter to clarify response. She will then pull out the second item and again view the object and say, “This is a sea-shell”. On the next line she will write “SEA SHELL” in the “OBJECT” column. Again she will think-aloud and state, “I think this story may be about going to the ocean and writing a letter about it.”

The students will now break into groups. Jobs must be assigned to ensure that each member can contribute. These would include: facilitator, time-keeper, recorder, and someone to pull items from bag. Distribute one bag to each group and one T-Chart. If an ELL student is in a group, they could be responsible for pulling items from bag and showing group. Group should proceed as demonstrated by teacher. Teacher will monitor groups, assist as necessary, and ensure that all members participate.

When activity is complete, ideas will be shared with the class and predictions posted. During reading, students are to listen for the items from the book bag and reflect on their predictions. Students should raise their hands when they hear one of the items from the bag.

Activity 2 (4 minutes)

Modifications from Original Lesson to assist ELL students

- Listening guide was modified to accommodate various levels of proficiency

A list of “Yiddish” vocabulary words that appear in the story will be displayed on chart paper. Each student will be given a listening guide with these words. The guides will be modified appropriately for beginning ELL’s (see page 17), intermediate ELL’s (see page 18) and mainstream/advanced students (see page 19). After completing worksheets, students are asked to listen for these words as the story is being read to identify actual meaning.

Lisa Carino
Activity 3 (10-15 minutes)

Modifications from Original Lesson to assist ELL students

- Slower speech
- Increased use of gestures
- Continual reference to visuals

Teacher will begin to read story. Copy of text from the story can be found at the end of this lesson on pages 20-43. Students will sit around on the floor so pictures will be easy to see. Students are to refer to the previous activities while story is being read. Teacher will explain that this story (holds up book, uses hand gestures to point to book) is about a quilt (points to examples of quilts and the word quilt). The quilt (again, points to a quilt) will be used in many ways in this story. As you listen (puts hand around ear to signal listen) to the story (points to book) think about the many (opens arms wide) ways the quilt is used. They may take notes (shows pencil and paper) as they are listening (hand behind ear).

Teacher proceeds to tell story, enunciating words clearly, showing pictures and pointing to relevant items. Teacher must pause to let students process the information and to recognize words discussed in pre-reading activities. They will stop about mid-way through the story to adjust any predictions made.

Activity 4 (10 minutes)

Modifications from Original Lesson to assist ELL students

- Chart is developed to list various uses for the quilt
- Questioning will be adjusted for levels of proficiency
  - Beginning: Point to _________ (vocabulary from story)
  - Intermediate: What is _________ (vocabulary from story)?
    Describe how the quilt was made.
    Tell why the quilt is special.
  - Advanced: Who is telling this story? Provide evidence from the text?
    (the author – refers to herself by using the pronoun “I” in the story. She also states, “The quilt welcomed me, Patricia…”).

Lisa Carino
Teacher concludes reading story. Charts are updated and reviewed to correct erroneous predictions. Students will be asked to think-pair-share with a neighbor to see how many different ways the quilt was used in the story. These will be listed on chart paper. Teacher will ask questions to determine comprehension.

**Closure** (10 minutes)

Teacher will examine all materials produced throughout lesson. KWL chart will be revisited and all vocabulary will be reviewed. Teacher will ask students to describe the significance of the quilt and review its many uses throughout the years. Teacher will determine comprehension based on observation and student responses. They should be left with the notion that a quilt is a means by which one can tell a story and pass information along to future generations. It had very special meaning for the main character in the book. Students will be encouraged to share any artifacts they have from home that can also tell a story. Teacher will show new book *The Patchwork Quilt* and announce that they will be reading this book tomorrow.

**Assessment**

- Teacher observation and question and answering
- Completion of K-W-L chart
- Completion of prediction activity
- Completion of vocabulary activities

Lisa Carino
Visual of a Quilt

http://wc.pima.edu/~tfelty/images/105.ex1.images/12.20.ringgold.purplequilt.jpg

7/14/2005
<table>
<thead>
<tr>
<th>K</th>
<th>What do you know about quilts?</th>
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</thead>
<tbody>
<tr>
<td>W</td>
<td>What do you want to learn about quilts?</td>
</tr>
<tr>
<td>L</td>
<td>What have you learned?</td>
</tr>
<tr>
<td>Objects</td>
<td>Predictions</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>&quot;This is&quot;</td>
<td>&quot;We think _______ means ________.&quot;</td>
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</table>

Lisa Carino
Objects in bag to be identified by students

1. gold coin
2. dried flower
3. piece of rock salt
4. handkerchief
5. slice of bread
Draw a line ______ from the word to the picture.

- Babushka
- Challah
- Wedding Huppa
- Jewish Sabbath
- Kulich

Lisa Carino
Yiddish is a language spoken by Jewish people around the world. In this story we will hear some of these words. Try to fill in the blanks using the choices from the word box.

Word Box

sabbath  huppa  babushka  kulich  challah

1. A ____________ is a cloth worn on a woman's head.

2. ________________ is a type of bread.

3. A ________________ is held over a man and woman when they get married.

4. ________________ is a day of rest and worship for the family.

5. ________________ is a cake with raisins and candied fruit.
Yiddish is a language spoken by Jewish people around the world. The chart below lists some Yiddish vocabulary words found in *The Keeping Quilt*. Complete the second column below to predict what each word may mean. As we encounter these words in the story, you can complete the third column.

<table>
<thead>
<tr>
<th>Vocabulary Words Nouns</th>
<th>What do you think it is?</th>
<th>Meaning as determined from story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. babushka</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. challah</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. wedding huppa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Jewish Sabbath</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. kulich</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Keeping Quilt

Patricia Polacco
like them. Her home, and most of their neighbors were just
not like in backhome Russia. But all the same it was
Everyone was in a hurry, and it was so crowded.
family made artificial flowers all day.
was hauling things on a wagon, and the rest of the
farmers anymore. In New York City her father's work
had worn off farm work. But her family weren't dirt
she wore the same thick overcoat and big boots she
When my Great-Gramma Anna came to America,
When Anna went to school, she spoke English for them, too. Her parents never learned English. Her parents were silent in six months she was in the water. Shhhhh... Shhhhh... People dropped into the shallow English sounded like her like.
when she was dancing
dress and the babushka she liked to throw up into the air
The only things she had left of back home Russia were her
dance around us at night.
the family in backcountry Russia
mother said, "It will be like having
always remember home."

"We will make a quilt to help us
of Aunt Nafshas"
Havelhagh's nightdress, and an apron
Uncle Vladimir's shirt, Aunt
a basket of old clothes she took
dress and babushka. Then from
her a new one. She took her old
small. After her mother had sewn
and her dress was getting too
And so it was. Amma’s mother invited all the neighborhood ladies. They cut out animals and laces as they needed them. The border of the quilt was made of Amma’s babushka.
On Friday nights, Ann's mother would say the prayers that started the Sabbath. The family ate challah and chicken soup. The quilt was the tablecloth.
Anna grew up and fell in love with Great-Grandpa Sasha. To show he wanted to be her husband, he gave Anna a gold coin, a dried flower, and a piece of rock salt, all tied into a linen handkerchief. The gold was for wealth, the flower for love, and the salt so their lives would have flavor. She accepted the hankie. They were engaged.
Under the wedding huppa, Anna and Sasha promised each other love and understanding. After the wedding, the men and women celebrated separately.
Know hunger
always have flavors and bread so that she would never
so she would always know salt so her life would
bread could so she would never know poverty a flower
would. Cane was given a gift of gold; however, salt and
daughter in the quilt to welcome her warm into the
When my Grandma Cane was born, Anna wrapped her
"Married you'll be someday," Anna told Cape, and...

and do washing.

Cape learned to keep the Sabbath and to cook and clean.
was a gold coin, bread, and salt.

Cante's wedding brought not dance together: In
not they still did together; but they still did
and women celebrated.

Grandpa George Men
for Cante's wedding to
wedding hoppa this time
again the quilt became a
Carle and George moved to a farm in Michigan and Great-Granna Anna came to live with them. The quilt once again wrapped a new little girl, Mary Ellen.
Mary Ellen called Anna, Lady Gramma. She had grown very old and was sick a lot.

Of the time, the quilt kept her legs warm.
On Anna's ninety-eighth birthday, the cake was a Kuhle.

a rich cake with raisins and candied fruit in it.
Grown up.
Mary Ellen was now
Heaven, My mother
said to her soul to
Anna died, prayers were
When Greer Gramma
When Mary Ellen left home, she took the quilt with her.
gold, bread, and salt.

were not Jews came to the wedding. My mother wore a suit, but in her bouquet were

When she became a bride, the quilt became her canopy. For the first time, friends who
and it was the tablecloth for my first birthday party.
and whose babushka went around the edge of the quilt.
whose apron had made the chicken, whose dress had made the flowers,
whose sleeve had made the horse,
whose quilt she told me stories about the animals on the quilt. She told me stories before I went to sleep.
Alnight I would lace my fingers around the edge of each animal.
The quilt was a pretend cape when I was in the bullring, or sometimes a tent in the steaming Amazon jungle.
breath, and salt—and a sprinkle of wine, so I would always know laughter.

At my wedding in Buzo-Mafra, men and women danced together. In my bouquet were gold,
take the quilt with her
leave home and she will
Someday she, too, will
quilt for the first time.

Twenty years ago I held

Trace Denise in the
This lesson employs many techniques vital to increasing understanding for ELL students. In this lesson, students read another children’s literature book, The Patchwork Quilt by Valerie Flournoy. Prior knowledge is activated by reviewing KWL from lesson 1. Students participate in an activity to predict what will occur in the story. This attempts to bring students to a higher level of thinking. Pictorials from story are used to stimulate the environment and to engage all students. Read-aloud books offer authentic text to develop language concepts. They provide a guide for students to make connections with themselves. The children will be more engaged in learning if they can relate to the topic.

Graphic organizers are provided to guide students in their thinking. These are modified for ELL students to provide language prompts and to facilitate participation.

Many of the activities include group interactions but the composition of the groups is varied throughout activities to maximize learning.

Discourse is modified to help with comprehension. Slowed speech with appropriate pauses is combined with gestures and visuals. It is also important to provide wait time for responses. Remember that students who are learning a new language often process the information into their primary language first then back into English. It may take a few extra seconds for them to respond.

Specific modifications will be found throughout the lesson in bold type.
<table>
<thead>
<tr>
<th>Vocabulary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tanya, Grandma, mother, Papa, Daughter, granddaughter</td>
<td>In the winter, in a house, at Christmas, in the United States</td>
</tr>
<tr>
<td>it tells a story, it helps them remember the past, it can be used in many ways</td>
<td>grandma will make a quilt — she has scraps in her lap</td>
</tr>
<tr>
<td>grandma sews a nice quilt — she calls it a masterpiece</td>
<td>a quilt is special — it can tell your life story</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper nouns, family members</td>
<td>Prepositional phrases</td>
</tr>
<tr>
<td>Clause of reason</td>
<td>Prepositional phrases — Conditional clauses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formular Expression</th>
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<tr>
<td>The characters are ___ and ___</td>
<td>The story takes place ___</td>
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<tr>
<td>The quilt is special because ___</td>
<td>I think that ___ because ___</td>
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<table>
<thead>
<tr>
<th>Situation</th>
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<tr>
<td>responses to “WH” questions</td>
<td>Events of the story</td>
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<thead>
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<th>Function</th>
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<tr>
<td>Formulate</td>
<td>Predict</td>
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<td>grandma was talking about quilts — she was holding scraps and looking at a mother</td>
<td>the story is in the winter — there is snow in the picture</td>
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<tr>
<td>Complete</td>
<td>graphic organizer with personal information</td>
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|                  |                                             |                      |                           | Spanish, Portuguese, Chinese, Greek, Polish, Italian, Russian, Japanese, Urdu, Vietnamese, .....

Lisa Carino
• Intermediate ELL’s will be given modified chart to complete with sentence starters
• Illustrations from story were added to accompany book bit to provide a visual for ELL’s
• Teacher will work separately with beginning ELL students for introduction
• Activity was added for beginning ELL students to make story more comprehensible during reading.
• Language is recycled to build proficiency

Students will work together to make predictions regarding the outcome of this story. Teacher will provide activities to activate prior knowledge. Teacher (or an available assistant) will work with beginning ELL’s in a separate group previewing pictures from the story and identifying key elements to build background knowledge prior to reading (see pages 52-58). Teacher will ask questions requiring yes/no responses or pointing to help identify some key vocabulary that will contextualize story. Advanced and intermediate students will work in groups to predict what will happen in this story. Advanced and intermediate ELL’s will be divided into 7 groups of 3-4 students. No more than one intermediate ELL will be in each group. Intermediate students will be guided by their more advanced peers. These groups will each be given a different book bit (an actual sentence from the story that has been selected by the teacher). The “book bit” will be accompanied by an illustration from the book (see pages 59-66). The groups will preview the “book bit” and try to predict what will take place in the story they are about to read. The groups will share ideas with one another and complete a worksheet (see page 67) provided by the teacher to guide thoughts about story. Intermediate ELL’s will be given a modified version of the worksheet (see page 68). The worksheet will guide them in answering the following:

1. What will happen in the story?
2. Who will be the main characters?
3. When does the story take place?
4. Where do they live?
5. Why do you think the quilt is special in this story?
6. How will the story end?
Lesson 2 (NOTE: This lesson is a combination of O.L. 3 and 4)

**Initiation (7-10 minutes)**

Teacher will review the K-W-L chart about quilts and provide the opportunity to edit and/or update ideas. Teacher will preview the book, *The Patchwork Quilt* by Valerie Flournoy. This was introduces at the end of previous lesson. This story is about an African-American family and how their relationship develops through the creation of a quilt. (Text from this book can be found at the end of this lesson on pages 74-92). The teacher will show the book to the class and announce that they will be reading it aloud. They will again complete some activities to activate prior knowledge and introduce vocabulary. (O.L.)

**Objectives:**

All students will
- work together in groups
- compare and contrast stories

Most students will
- formulate answers to “WH” questions in relation to events of the story
- respond orally and in writing to questions
- make predictions of a literature piece prior to reading
- connect text to self
- participate in active listening
- identify story elements

Intermediate ELL students will
- respond to “WH” questions using sentence starters
- make predictions about story using visual and contextual clues
- practice receptive language skills by listening to a story
- identify story elements

Beginning ELL students will
- point to items in a picture
- answer questions using yes/no responses (verbal or gesture)
- practice receptive language skills by listening to a story

**Activity 1 (10 minutes)**

*Modifications from Original Lesson to assist ELL students*

- Graphic organizers were developed to arrange ideas logically

Lisa Carino - 47 -
Students will be instructed to write the answers by recycling the questions. This will help to develop language fluency for the ELL’s. For example, to answer number 2 above, students must begin with the phrase, “The main characters will be...” For number 3 they state “In this story _______ will happen,” etc. Students will determine how to properly respond to a question through this activity. They will share ideas and then analyze responses after the story is read.

(O.L.)

**Activity 2 (15 minutes)**

**Modifications from Original Lesson to assist ELL students**

- Comparison chart added to allow for organized note-taking during reading.
- Charts are modified for ELL proficiency levels
- Teacher elicits the notion of “FAMILY” to make connections between the students and the text

Teacher will prepare to read *The Patchwork Quilt*. She will write the word “FAMILY” on the board and instruct students to think about how the family in this story is like their own family. Teacher will use speech modifications as detailed in lesson 1, activity 3 (see page 7) and use visuals while speaking. This story is also about a quilt that tells a story and students are expected to make comparisons with *The Keeping Quilt*. Teacher will advise students of this and allow note taking during read-aloud. Teacher will distribute a t-chart for each student to record ideas. This will be modified for the varying levels of English ability (see page 69 for advanced students, 70 for intermediate ELL’s and page 71 for beginners). Beginning ELL students can use pictures to complete the comparison chart if language is too limited. Class will work in heterogeneous groups to complete first column describing *The Keeping Quilt*. Teacher will read story and show illustrations using techniques described in lesson 1, activity 3 (see page 7). They will complete second column during read aloud. About midway through story, students will be allowed to alter predictions from activity 1.

**Activity 3 (10 minutes)**

**Modifications from Original Lesson to assist ELL students**

Lisa Carino
Students will work in pairs to discuss notes taken during reading comparing The Keeping Quilt with The Patchwork Quilt – ELL’s are placed with fluent peers.

Students will complete Venn-diagrams in heterogeneous groups prior to sharing with whole class. This allows ELL students a chance to process thoughts in a safe environment prior to participating with the whole class.

Teacher is more conscious of enunciating words and takes care in providing visuals.

Teacher states words, writes words and posts words so class may readily access language.

The use of gestures and visuals are employed to make input comprehensible.

Teacher will conclude story. Students will divide into pairs to share notes taken during the reading. ELL students are matched with fluent partners. What similarities and differences did they discover between The Keeping Quilt and The Patchwork Quilt? Students will then be placed in heterogeneous groups to complete a Venn-diagram (see page 72) comparing the stories. It is assumed that they have used this format before. Beginners that can write will scribe for the group. ELL’s will be guided by their fluent peers. Some sentence starters will be on the diagram to help. Copies of the books will be available for each group to reference during activity. Teacher will display a larger Venn-diagram to be completed as a class. Groups will take turns sharing thoughts and ideas. Teacher will complete large diagram repeating words as they are written on the Venn-diagram.

**Closure (10 minutes)**

**Modifications from Original Lesson to assist ELL student**

- Allow students think-pair-share time prior to completing KWL chart

- Questionnaire was developed to organize ideas

- Questionnaire will be translated in students L1 (first language) prior to sending home if necessary. All students should participate in this activity.

- Beginning students will have the option of using pictorials (either self-created or photographs) to create a square.
Students will complete "L" column of the K-W-L chart. They will share what they have learned about quilts. Teacher will emphasize how the quilt can tell a story. Students are given the opportunity to share thoughts with a neighbor for 1 minute prior to contributing to the group. After "L" column is complete, she will explain a subsequent lesson. They will be creating a class "quilt" made of paper squares. Each student will complete one square to show something about themselves and their family. A sample square (see page 137 in lesson 4) will be displayed. Teacher will distribute a questionnaire (see page 73) to be completed by each student at home. Information from the questionnaire will be used to create the quilt piece. Questionnaire will be translated into student's native language where necessary (along with any other instructions regarding this activity). This will maximize success of the activity and involve family members. Students will also be encouraged to bring in pictures of any of the items listed, special artifacts or family photos to decorate their square. The square will depict personal information about each student and reflect a previous family memory they wish to share. The worksheet will need to be completed for homework and will be used in lesson four of this unit. 

Family will be defined as the unit of people student feels closest to. This can not be emphasized enough since all family structures are unique.

Assessment

- Teacher observation and intervention where needed
- Teacher will ask questions in a variety of formats to assess comprehension
- Completion of K –W – L chart
- Completion of prediction activity
- Completion of comparison chart
- Completion of Venn-diagram
Questions to ask beginning ELL students to build prior knowledge before reading the story

1. Find the grandmother, granddaughter, chair, sewing kit, quilt, mother, table, mug, napkin, family, coat, boots, hat, grandson, pair of pants, Christmas tree (all pictures)

2. From Picture 1:
   • Where is Tanya?
   • Is Grandma making a quilt square? (yes/no response)
   • Who is sitting in the soft chair? (can point or respond)
   • Where is the sewing kit?

3. From Picture 2:
   • Is Tanya eating breakfast?
   • Who is kneeling next to grandma?
   • Who is sitting in the chair?
   • Where is Tanya? (In the kitchen)

4. From Picture 3:
   • Who do you see in this picture?
   • What are they talking about?
   • Are they a family?

5. From Picture 4:
   • Is it summer or winter in the picture?
   • Is it warm or cold out?
   • Is the family happy?
   • Is Grandma there?
   • Where is the snow?

6. From Picture 5:
   • What is grandma holding? (pants, scissors)
   • What can she do with the pair of pants and the scissors?
   • Who is standing?
   • Do they look happy or sad?

7. From Picture 6:
   • What holiday are they celebrating?
   • Is it winter or summer?
Picture 2
Beginning ELL

mother
sewing
grandmother

Table
mug
cup
spoon
breakfast
Napkin
Tanya
daugther

Tanya
grand-daughter

grandmother
Picture 4
Beginning ELL

hat

family

gloves

snow

cap

coat

boots
Beginning ELL
Picture 5

Grandmother

pair of pants

grandson
"Book Bits" from the Patchwork Quilt

1. Grandma was sitting in her favorite spot - the big soft chair in front of the picture window. In her lap were scraps of materials of all textures and colors.

2. Grandma looked at her daughter and then turned to her grandchild. "Yes, your mama can get you a quilt from any department store. But it won't be like my patchwork quilt, and it won't last as long either."

3. "I'm gonna make a masterpiece," she murmured, clutching a scrap of cloth in her hand, just before she fell asleep.

4. "A quilt won't forget. It can tell your life story," she said.

5. "Grandma isn't lonely," Tanya said happily. "She and the quilt are telling each other stories."

6. Tanya couldn't hear what was said but she knew Grandma was telling Mama all about quilts and how this quilt would be very special.

7. From that moment on both women spent their winter evenings working on the quilt. Mama did the sewing while Grandma cut the fabrics and placed the scraps in a pattern of colors.
Grandma was sitting in her favorite spot - the big soft chair in front of the picture window. In her lap were scraps of materials of all textures and colors.
Grandma looked at her daughter and then turned to her grandchild. "Yes, your mama can get you a quilt from any department store. But it won't be like my patchwork quilt, and it won't last as long either."
"I'm gonna make a masterpiece," she murmured, clutching a scrap of cloth in her hand, just before she fell asleep.
"A quilt won't forget. It can tell your life story," she said.
"Grandma isn't lonely," Tanya said happily. "She and the quilt are telling each other stories."
Tanya couldn't hear what was said but she knew Grandma was telling Mama all about quilts and how this quilt would be very special.
From that moment on both women spent their winter evenings working on the quilt. Mama did the sewing while Grandma cut the fabrics and placed the scraps in a pattern of colors.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>Who are the characters in the story?</td>
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<td>What will happen in the story?</td>
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<tr>
<td>When does the story take place?</td>
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<td>Where do they live?</td>
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<tr>
<td>Why do you think the quilt is special in this story?</td>
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<td>How will the story end?</td>
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<tr>
<td>Question</td>
<td>Answer</td>
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<tr>
<td>Who are the characters in the story?</td>
<td>The characters in the story will be______________________________________</td>
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<td>____________________________ and ____________________________</td>
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<tr>
<td>What will happen in the story?</td>
<td>In the story, we think______________________________ and______________</td>
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<td>will happen.</td>
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<tr>
<td>When does the story take place?</td>
<td>The story takes place_________________________________________________</td>
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<tr>
<td>Where do the characters live?</td>
<td>The characters live___________________________________________________</td>
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<tr>
<td>Why do you think the quilt is special in this story?</td>
<td>The quilt is special in this story because_________________________ and</td>
</tr>
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<td>____________________________ and ____________________________</td>
</tr>
<tr>
<td>How will the story end?</td>
<td>The story will end_____________________________________________________</td>
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Lisa Carino
### Comparison Chart

<table>
<thead>
<tr>
<th>The Keeping Quilt</th>
<th>The Patchwork Quilt</th>
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</tr>
<tr>
<td><strong>The Keeping Quilt</strong></td>
<td><strong>The Patchwork Quilt</strong></td>
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<tr>
<td>-----------------------</td>
<td>------------------------</td>
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<tr>
<td>Quilt tells story from the past about a family.</td>
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<tr>
<td>Story is about a Jewish immigrant family from Russia.</td>
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<tr>
<td>Quilt was made by all of the neighbors.</td>
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<tr>
<td>The quilt is a large rectangle with pictures sewn on it.</td>
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<tr>
<td>The quilt is used in many different ways throughout the story.</td>
<td></td>
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<tr>
<td>Family is very important in the story.</td>
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</table>
NOTE: Beginning students will draw pictures to describe what they remember from *The Keeping Quilt*. They will be allowed to draw pictures during the reading of *The Patchwork Quilt* to help make connections. Teacher or peer tutor will work with beginning students separately to complete *The Keeping Quilt* side prior to reading *The Patchwork Quilt*.

<table>
<thead>
<tr>
<th>The Keeping Quilt</th>
<th>The Patchwork Quilt</th>
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The Keeping Quilt

1. Patricia's family is from Russia.

The Patchwork Quilt

1. Tanya's family is from the United States.

Quilts that tell a story.
Information about me

1. My name is ____________________.

2. My birthday is ____________________.

3. I was born in ________________, ________________.
   City/Town Country

4. LIST any countries that your ancestors may have come from:
   
   • ____________________
   • ____________________
   • ____________________

5. I have ________ brothers and ________ sisters.
   Number Number

6. I speak ________ language(s).
   Number

7. My language(s) is/are:
   
   • English ____________________
   • ____________________
   • ____________________

8. My favorite food is ____________________.

9. Describe a special memory from your past that you would like to share with the class. It should include members of your family:
   
   • ____________________
   ____________________
   ____________________

Lisa Carino
THE PATCHWORK QUILT
by VALERIE FLOURNOY
pictures by JERRY PINKNEY

Dial Books for Young Readers
New York
To my grandmother Rose Buchanan
and my mother, Ivie Mae Flournoy

V.E.

To Gloria and my father

J.P.
Tanya sat restlessly on her chair by the kitchen window. For several days she had had to stay in bed with a cold. But now Tanya’s cold was almost gone. She was anxious to go outside and enjoy the fresh air and the arrival of spring.

“Mama, when can I go outside?” asked Tanya. Mama pulled the tray of biscuits from the oven and placed it on the counter.

“In time,” she murmured. “All in good time.”

Tanya gazed through the window and saw her two brothers, Ted and Jim, and Papa building the new backyard fence.

“I’m gonna talk to Grandma,” she said.
Grandma was sitting in her favorite spot—the big soft chair in front of the picture window. In her lap were scraps of materials of all textures and colors. Tanya recognized some of them. The plaid was from Papa’s old work shirt, and the red scraps were from the shirt Ted had torn that winter.

“Whatcha gonna do with all that stuff?” Tanya asked.

“Stuff? These ain’t stuff. These little pieces gonna make me a quilt, a patchwork quilt.”

Tanya tilted her head. “I know what a quilt is, Grandma. There’s one on your bed, but it’s old and dirty and Mama can never get it clean.”

Grandma sighed. “It ain’t dirty, honey. It’s worn, the way it’s supposed to be.”

Grandma flexed her fingers to keep them from stiffening. She sucked in some air and said, “My mother made me a quilt when I wasn’t any older than you. But sometimes the old ways are forgotten.”

Tanya leaned against the chair and rested her head on her grandmother’s shoulder.
Just then Mama walked in with two glasses of milk and some biscuits. Mama looked at the scraps of material that were scattered all over. “Grandma,” she said, “I just cleaned this room, and now it’s a mess.”

“It’s not a mess, Mama,” Tanya said through a mouthful of biscuit. “It’s a quilt.”

“A quilt! You don’t need these scraps. I can get you a quilt,” Mama said.

Grandma looked at her daughter and then turned to her grandchild. “Yes, your mama can get you a quilt from any department store. But it won’t be like my patchwork quilt, and it won’t last as long either.”

Mama looked at Grandma, then picked up Tanya’s empty glass and went to make lunch.
Grandma’s eyes grew dark and distant. She turned away from Tanya and gazed out the window, absentmindedly rubbing the pieces of material through her fingers.

“Grandma, I’ll help you make your quilt,” Tanya said.

“Thank you, honey.”

“Let’s start right now. We’ll be finished in no time.”

Grandma held Tanya close and patted her head. “It’s gonna take quite a while to make this quilt, not a couple of days or a week—not even a month. A good quilt, a masterpiece…” Grandma’s eyes shone at the thought. “Why I need more material. More gold and blue, some red and green. And I’ll need the time to do it right. It’ll take me a year at least.”

“A year,” shouted Tanya. “That’s too long. I can’t wait that long, Grandma.”

Grandma laughed. “A year ain’t that long, honey. Makin’ this quilt gonna be a joy. Now run along and let Grandma rest.” Grandma turned her head toward the sunlight and closed her eyes.

“I’m gonna make a masterpiece,” she murmured, clutching a scrap of cloth in her hand, just before she fell asleep.
“We’ll have to get you a new pair and use these old ones for rags,” Mama said as she hung the last piece of wash on the clothesline one August afternoon.

Jim was miserable. His favorite blue corduroy pants had been held together with patches; now they were beyond repair.

“Bring them here,” Grandma said.

Grandma took part of the pant leg and cut a few blue squares. Jim gave her a hug and watched her add his patches to the others.

“A quilt won’t forget. It can tell your life story,” she said.
The arrival of autumn meant school and Halloween. This year Tanya would be an African princess. She danced around in the long, flowing robes Mama had made from several yards of colorful material. The old bracelets and earrings Tanya had found in a trunk in the attic jingled noisily as she moved. Grandma cut some squares out of the leftover scraps and added Tanya to the quilt too!
The days grew colder but Tanya and her brothers didn’t mind. They knew snow wasn’t far away. Mama dreaded winter’s coming. Every year she would plead with Grandma to move away from the drafty window, but Grandma wouldn’t budge.

“Grandma, please,” Mama scolded. “You can sit here by the heater.”

“I’m not your grandmother, I’m your mother,” Grandma said. “And I’m gonna sit here in the Lord’s light and make my masterpiece.”

It was the end of November when Ted, Jim, and Tanya got their wish. They awoke one morning to find everything in sight covered with snow. Tanya got dressed and flew down the stairs. Ted and Jim, and even Mama and Papa, were already outside.

“I don’t like leaving Grandma in that house by herself,” Mama said. “I know she’s lonely.”

Tanya pulled herself out of the snow being careful not to ruin her angel. “Grandma isn’t lonely,” Tanya said happily. “She and the quilt are telling each other stories.”

Mama glanced questioningly at Tanya, “Telling each other stories?”

“Yes, Grandma says a quilt never forgets!”
The family spent the morning and most of the afternoon sledging down the hill. Finally, when they were all numb from the cold, they went inside for hot chocolate and sandwiches.

"I think I'll go sit and talk to Grandma," Mama said.

"Then she can explain to you about our quilt—our very own family quilt," Tanya said.

Mama saw the mischievous glint in her youngest child’s eyes.

"Why, I may just have her do that, young lady," Mama said as she walked out of the kitchen.

Tanya leaned over the table to see into the living room. Grandma was hunched over, her eyes close to the fabric as she made tiny stitches. Mama sat at the old woman’s feet. Tanya couldn’t hear what was said but she knew Grandma was telling Mama all about quilts and how this quilt would be very special. Tanya sipped her chocolate slowly, then she saw Mama pick up a piece of fabric, rub it with her fingers, and smile.
From that moment on both women spent their winter evenings working on the quilt. Mama did the sewing while Grandma cut the fabrics and placed the scraps in a pattern of colors. Even while they were cooking and baking all their Christmas specialties during the day, at night they still worked on the quilt. Only once did Mama put it aside. She wanted to wear something special Christmas night, so she bought some gold material and made a beautiful dress. Tanya knew without asking that the gold scraps would be in the quilt too.
There was much singing and laughing that Christmas. All Grandma's sons and daughters and nieces and nephews came to pay their respects. The Christmas tree lights shone brightly, filling the room with sparkling colors. Later, when everyone had gone home, Papa said he had never felt so much happiness in the house. And Mama agreed.
When Tanya got downstairs the next morning, she found Papa fixing pancakes.

"Is today a special day too?" asked Jim.

"Where's Mama?" asked Tanya.

"Grandma doesn't feel well this morning," Papa said. "Your mother is with her now till the doctor gets here."

"Will Grandma be all right?" Ted asked.

Papa rubbed his son's head and smiled. "There's nothing for you to worry about. We'll take care of Grandma."

Tanya looked into the living room. There on the back of the big chair rested the patchwork quilt. It was folded neatly, just as Grandma had left it.

"Mother didn't want us to know she wasn't feeling well. She thought it would spoil our Christmas," Mama told them later, her face drawn and tired, her eyes a puffy red. "Now it's up to all of us to be quiet and make her as comfortable as possible." Papa put an arm around Mama's shoulder.

"Can we see Grandma?" Tanya asked.

"No, not tonight," Papa said. "Grandma needs plenty of rest."
It was nearly a week, the day before New Year's, before the children were permitted to see their grandmother. She looked tired and spoke in whispers.

"We miss you, Grandma," Ted said.

"And your muffins and hot chocolate," added Jim. Grandma smiled.

"Your quilt misses you too, Grandma," Tanya said. Grandma's smile faded from her lips. Her eyes grew cloudy.

"My masterpiece," Grandma sighed. "It would have been beautiful. Almost half finished." The old woman closed her eyes and turned away from her grandchildren. Papa whispered it was time to leave. Ted, Jim, and Tanya crept from the room.
Tanya walked slowly to where the quilt lay. She had seen Grandma and Mama work on it. Tanya thought real hard. She knew how to cut the scraps, but she wasn’t certain of the rest. Just then Tanya felt a hand resting on her shoulder. She looked up and saw Mama.

"Tomorrow," Mama said.

New Year’s Day was the beginning. After the dishes were washed and put away, Tanya and Mama examined the quilt.

“You cut more squares, Tanya, while I stitch some patches together," Mama said.

Tanya snipped and trimmed the scraps of material till her hands hurt from the scissors. Mama watched her carefully, making sure the squares were all the same size. The next day was the same as the last. More snipping and cutting. But Mama couldn’t always be around to watch Tanya work. Grandma had to be looked after. So Tanya worked by herself. Then one night, as Papa read them stories, Jim walked over and looked at the quilt. In it he saw patches of blue. His blue. Without saying a word Jim picked up the scissors and some scraps and started to make squares. Ted helped Jim put the squares in piles while Mama showed Tanya how to join them.
Every day, as soon as she got home from school, Tanya worked on the quilt. Ted and Jim were too busy with sports, and Mama was looking after Grandma, so Tanya worked alone. But after a few weeks she stopped. Something was wrong—something was missing, Tanya thought. For days the quilt lay on the back of the chair. No one knew why Tanya had stopped working. Tanya would sit and look at the quilt. Finally she knew. Something wasn't missing. Someone was missing from the quilt.

That evening before she went to bed Tanya tiptoed into Grandma’s room, a pair of scissors in her hand. She quietly lifted the end of Grandma’s old quilt and carefully removed a few squares.
February and March came and went as Mama proudly watched her daughter work on the last few rows of patches. Tanya always found time for the quilt. Grandma had been watching too. The old woman had been getting stronger and stronger as the months passed. Once she was able, Papa would carry Grandma to her chair by the window. “I needs the Lord’s light,” Grandma said. Then she would sit and hum softly to herself and watch Tanya work.

“Yes, honey, this quilt is nothin’ but a joy,” Grandma said.

Summer vacation was almost here. One June day Tanya came home to find Grandma working on the quilt again! She had finished sewing the last few squares together; the stuffing was in place, and she was already pinning on the backing.

“Grandma!” Tanya shouted.

Grandma looked up. “Hush, child. It’s almost time to do the quilting on these patches. But first I have some special finishing touches....”

The next night Grandma cut the final thread with her teeth. “There. It’s done,” she said. Mama helped Grandma spread the quilt full length.
Nobody had realized how big it had gotten or how beautiful. Reds, greens, blues, and golds, light shades and dark, blended in and out throughout the quilt.

"It’s beautiful," Papa said. He touched the gold patch, looked at Mama, and remembered. Jim remembered too. There was his blue and the red from Ted’s shirt. There was Tanya’s Halloween costume. And there was Grandma. Even though her patch was old, it fit right in.
They all remembered the past year. They especially remembered Tanya and all her work. So it had been decided. In the right hand corner of the last row of patches was delicately stitched, "For Tanya from your Mama and Grandma."
Lesson 3
This lesson was designed to have students recognize aspects of grammar through examining authentic text. All activities were developed using excerpts from The Patchwork Quilt. Students are familiar with the language in the book from lesson 2 and should be more comfortable with the terminology surrounding quilts. Building on this familiarity, relevant exercises were designed to help students analyze past tense verb forms. This is accomplished by copying various sentences from the book, omitting the verbs and having students find correct verb. This was an attempt to build upon prior knowledge and experience.

Again, activities are conducted in various group settings depending on difficulty of tasks. Graphic organizers and language prompts are always available. A word wall of regular and irregular verbs is created and will be displayed in class for future reference. This will help students develop writing skills in subsequent lesson. Students are always given the opportunity to read, speak, listen and write to develop academic language skills. Specific modifications can be found throughout lesson in bold face type.
# Functional/Notional Chart – Lesson 3

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulaic Expression</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td>regular and irregular verbs</td>
<td>_________ verbs end in -ed. _____ verbs need to be memorized.</td>
<td>regular, irregular</td>
<td>adjectives</td>
</tr>
<tr>
<td>Name</td>
<td>Items in pictures</td>
<td>This is the _______.</td>
<td>Grandma, daughter, granddaughter, grandson</td>
<td>Nouns</td>
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<tr>
<td></td>
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<td>Those are _______.</td>
<td>Gloves</td>
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<tr>
<td></td>
<td></td>
<td>That is a _______.</td>
<td>A hat, coat, snow, table,</td>
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<tr>
<td></td>
<td></td>
<td>Grandma is</td>
<td>Sitting, sewing, making a quilt, talking</td>
<td></td>
</tr>
<tr>
<td>Recognize</td>
<td>Verbs as action words</td>
<td>Mama _______ the tray of cookies.</td>
<td>pulled</td>
<td>Past tense verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>She _____ the wagon.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Grandma _______ Tanya close.</td>
<td>held</td>
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<tr>
<td></td>
<td></td>
<td>The boy _____ the cat.</td>
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</tbody>
</table>
Lesson 3 (modified from lesson 2 of O.L.)

Overview
This lesson will allow students to practice and recognize grammatical patterns through the analysis of authentic text. It is assumed that students have been introduced to this concept in prior language arts lessons. This lesson provides the opportunity to practice lesson and apply skills to demonstrate understanding.

Objectives:
Most students will
- analyze authentic text to determine both regular and irregular past tense verbs
- recognize “-ed” as the regular form of English past tense verbs
- define words through context
- contribute to a word wall of verbs

Intermediate ELL students will
- analyze authentic text to determine regular past tense verbs
- recognize “-ed” as the regular form of English past tense verbs
- participate in a group activity to create a class word wall of verbs

Beginning ELL students will
- recognize verbs as action words
- identify verbs in authentic text by highlighting
- participate in group activity

Activity 1 (15 minutes)

Modifications from Original Lesson to assist ELL students
- Intermediate ELL students will be given a modified worksheet (see pages 101-102) to reflect infinitive form of verb under blank instead of a separate worksheet. They will attempt to conjugate verbs into the past tense. Then they will sort into two columns to show regular and irregular past-tense verbs (see page 103). They will correct answers by finding sentences in the book. For intermediate students, flags will be placed in on the pages in the story to indicate where the sentences can be found so they can see in context.
- Beginning ELL students will be given pages from the text (see pages 110-120) and will work with the teacher to highlight the verbs. To determine meaning from context, teacher will use gestures as they read the sentences.

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Teacher will select sentences from *The Patchwork Quilt* and omit verbs. A word bank with infinitive forms of the verbs will be provided (see page 98). Students will work in homogeneous groups (advanced, intermediate and beginning students will be in separate groups). Advanced students will complete the worksheet on pages 99-100 using the word bank on page 98. They have been advised that all of the omitted verbs should reflect an action in the past – one that has already occurred. Students must determine which verb, from the word bank, best completes the sentence in context. They must then attempt to conjugate it correctly to show the past-tense. Copies of the book will be available for students to verify answers (see page 104 for answers). They are to make a list of regular and irregular past tense verbs and determine patterns and rules. This will be added to appropriate columns on word bank page (see page 98). They should be able to explain that regular past tense verbs end in -ed and others need to be learned as they are encountered. Students will attempt to define verbs through the context of the story.

Intermediate students will receive a modified worksheet and will work with a peer tutor to complete. Beginning ELL’s will be given pages from text and will work with teacher/assistant to identify verbs. She will write sentences on sentence strips and omit verbs (see pages 105-107). All verbs will be written on index cards (page 108) in correct past tense form. Teacher will copy pages of book and highlight sentences in the authentic text (see pages 110-120 for examples). She will read sentence to students using gestures and pictures from book to assist in comprehension. Teacher will point to words as she reads. Using text as a guide, students must try to find correct verb and place on sentence strip in blank (see page 109 for example). The sentence strip activity could also be used by intermediate and advanced groups to assess comprehension as well. They will then copy verbs into correct columns on sorting chart (see page 121).

**Activity 2 (15 – 20 minutes)**

**Modifications from Original Lesson to assist ELL students**

- Worksheet was modified to accommodate English Proficiency
- Activity 2 was added to allow students opportunity to apply knowledge
- Beginning ELL’s will be included by acting as “scribes”

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• Group activity will provide modeling for ELL’s and opportunities to practice receptive language.

Teacher will divide students into heterogeneous groups. Beginning and intermediate ELL’s will be matched with fluent peers. Teacher will provide each group with 5 infinitive forms of verbs from the word bank (see page 122), several index cards and 5 blank sentence strips. For each word, groups will write the infinitive form of the verb on one index card, the past-tense form of the verb on a second card and they will brainstorm an original sentence using the verb in the past tense. Teacher will model the procedure prior to breaking into groups (see page 123 for example). Teacher will model through a think-aloud approach as described in lesson 1, activity 1 (page 6). Beginning ELL students can act as scribes, writing index cards as dictated by peers and posting to word wall.

Class will develop a word wall to display regular and irregular past-tense verbs. There will be three columns, INFINITIVE FORM, REGULAR PAST-TENSE, and IRREGULAR PAST TENSE. Groups will post index cards in correct columns and verbs will remain posted to be used in future writing assignments (see page 124) for example of word wall.

**Closure**

Teacher will review word wall with students and repeat rule while pointing to appropriate words (Regular past tense words end in –ed, others are called irregular and must be memorized).

**Assessment**

- Ongoing teacher observation and question and answering
- Completion of worksheets
- Completion of word wall

**Alternate Activity**

In the activities above, individual sentences were copied and used in a modified cloze activity. In addition to this, entire paragraphs from the text could be copied and verbs be omitted. This would be a more typical cloze activity and provide an extended amount of authentic text.

Lisa Carino
## Word Bank for Fluent/Advanced Worksheet

<table>
<thead>
<tr>
<th>Verb Infinitives:</th>
<th>Regular Past Tense</th>
<th>Irregular Past Tense</th>
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<tbody>
<tr>
<td>to speak</td>
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<td>to snip</td>
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</table>
1. Mama _______ the tray of biscuits from the oven and
   ___________________________ it on the counter.

2. Grandma _______ her fingers to keep them from stiffening.

3. Grandma _______ at her daughter and then _________
   to her grandchild.

4. Grandma _______ Tanya close and _________ her head.

5. Grandma _______ part of the pant leg and _________
   a few blue squares.

6. Tanya _______ over the table to see into the living room.

7. She _______ to wear something special Christmas night, so she
   _________ some gold material and _________ a beautiful
   dress.

8. There on the back of the big chair _________ the patchwork quilt.

Lisa Carino
Fill-in the Blank Worksheet for Fluent/Advanced English Learners (page 2)

9. She ____________ tired and ____________ in whispers.

(15) (16)

10. Tanya ____________ and ____________ the scraps of material

(17) (18)
till her hands hurt from the scissors.

11. She quietly ____________ the end of Grandma’s old quilt

(19)
and carefully ____________ a few squares.

(20)

12. February and March ____________ and ____________ as Mama

(21) (22)
proudly ____________ her daughter work on the last few rows of patches.

(23)

13. Mama ____________ Grandma ____________ the quilt full length

(24) (25)

14. He ____________ the gold patch, ____________

(26) (27)
at Mama, and ____________.

(28)

15. There ____________ Tanya’s Halloween costume.

(29)
And there ____________ Grandma.

(30)

Lisa Carino
Fill-in the Blank Worksheet for Intermediate English Learners (page 1)

1. Mama ______________ the tray of biscuits from the oven and
   (to pull)
   ______________ it on the counter.
   (to place)

2. Grandma ______________ her fingers to keep them from stiffening.
   (to flex)

3. Grandma ______________ at her daughter and then ______________
   (to look) (to turn)
   to her grandchild.

4. Grandma ______________ Tanya close and ______________ her head.
   (to hold) (to pat)

5. Grandma ______________ part of the pant leg and ______________
   (to take) (to cut)
   a few blue squares.

6. Tanya ______________ over the table to see into the living room.
   (to lean)

7. She ______________ to wear something special Christmas night, so she
   (to want)
   ______________ some gold material and ______________ a beautiful dress.
   (to buy) (to make)

8. There on the back of the big chair ______________ the patchwork quilt.
   (to rest)

9. She ______________ tired and ______________ in whispers.
   (to look) (to speak)

Lisa Carino
10. Tanya _______ and ________ the scraps of material
   (to snip) (to trim)
   till her hands hurt from the scissors.

11. She quietly ________ the end of Grandma’s old quilt
    (to lift)
    and carefully ________ a few squares.
    (to remove)

12. February and March ________ and ________ as Mama
    (to come) (to go)
    proudly ________ her daughter work on the last few rows of patches.
    (to watch)

13. Mama ________ Grandma ________ the quilt full length
    (to help) (to spread)

14. He ________ the gold patch, ________
    (to touch) (to look)
    at Mama, and ________.
    (to remember)

15. There ________ Tanya’s Halloween costume.
    (to be)
    And there ________ Grandma.
    (to be)
<table>
<thead>
<tr>
<th>Verb Infinitives</th>
<th>Regular Past-Tense Verbs</th>
<th>Irregular Past-Tense Verbs</th>
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</thead>
<tbody>
<tr>
<td>to pull</td>
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</table>
Answers to verb worksheets

1. Mama **pulled** the tray of biscuits from the oven and **placed** it on the counter.
2. Grandma **flexed** her fingers to keep them from stiffening.
3. Grandma **looked** at her daughter and then **turned** to her grandchild.
4. Grandma **held** Tanya close and **patted** her head.
5. Grandma **took** part of the pant leg and **cut** a few blue squares.
6. Tanya **leaned** over the table to see into the living room.
7. She **wanted** to wear something special Christmas night, so she **bought** some gold material and **made** a beautiful dress.
8. There on the back of the big chair **rested** the patchwork quilt.
9. She **looked** tired and **spoke** in whispers.
10. Tanya **snipped** and **trimmed** the scraps of material till her hands hurt from the scissors.
11. She quietly **lifted** the end of Grandma’s old quilt and carefully **removed** a few squares.
12. February and March **came** and **went** as Mama proudly **watched** her daughter work on the last few rows of patches.
13. Mama **helped** Grandma **spread** the quilt full length.
14. He **touched** the gold patch, **looked** at Mama, and **remembered**.
15. There **was** Tanya’s Halloween costume. And there **was** Grandma.

Lisa Carino
Mama _______ the tray of biscuits from the oven and _______ it on the counter.

Grandma _________ her fingers to keep them from stiffening.

Grandma _______ at her daughter and then _______ to her grandchild.

Grandma _______ Tanya close and _______ her head.

Grandma ________ part of the pant leg and ________ a few blue squares.

Tanya _________ over the table to see into the living room.

She ______ to wear something special Christmas night, so she _______ some gold material and ________ a beautiful dress.
<table>
<thead>
<tr>
<th>Sentence strips to be used with Beginning ELL’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>There on the back of the big chair _______ the patchwork quilt.</td>
</tr>
<tr>
<td>She _______ tired and _______ in whispers.</td>
</tr>
<tr>
<td>Tanya _______ and _______ the scraps of material till her hands hurt from the scissors.</td>
</tr>
<tr>
<td>She quietly _______ the end of Grandma’s old quilt and carefully _______ a few squares.</td>
</tr>
<tr>
<td>February and March _______ and _______ as Mama proudly _______ her daughter work on the last few rows of patches.</td>
</tr>
<tr>
<td>Mama _______ Grandma _______ the quilt full length.</td>
</tr>
<tr>
<td>He _______ the gold patch, _______ at Mama, and _______.</td>
</tr>
</tbody>
</table>
There _______ Tanya’s Halloween costume. And there
___________ Grandma.
Index cards with past tense verbs – to be used with beginning ELL worksheet

<table>
<thead>
<tr>
<th>pulled</th>
<th>placed</th>
<th>flexed</th>
<th>looked</th>
</tr>
</thead>
<tbody>
<tr>
<td>turned</td>
<td>held</td>
<td>patted</td>
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<td>leaned</td>
<td>wanted</td>
<td>bought</td>
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<td>made</td>
<td>rested</td>
<td>looked</td>
<td>spoke</td>
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<td>snipped</td>
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<td>came</td>
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<td>watched</td>
<td>helped</td>
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<tr>
<td>spread</td>
<td>touched</td>
<td>looked</td>
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</tr>
<tr>
<td>remembered</td>
<td>was</td>
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<td>was</td>
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</tbody>
</table>
Tanya sat restlessly on her chair by the kitchen window. For several days she had had to stay in bed with a cold. But now Tanya’s cold was almost gone. She was anxious to go outside and enjoy the fresh air and the arrival of spring.

“Mama, when can I go outside?” asked Tanya. Mama pulled the tray of biscuits from the oven and placed it on the counter.

“In time,” she murmured. “All in good time.”

Tanya gazed through the window and saw her two brothers, Ted and Jim, and Papa building the new backyard fence.

“I’m gonna talk to Grandma,” she said.
Grandma was sitting in her favorite spot—the big soft chair in front of the picture window. In her lap were scraps of materials of all textures and colors. Tanya recognized some of them. The plaid was from Papa’s old work shirt, and the red scraps were from the shirt Ted had torn that winter.

"Whatcha gonna do with all that stuff?" Tanya asked.

"Stuff? These ain’t stuff. These little pieces gonna make me a quilt, a patchwork quilt."

Tanya tilted her head. "I know what a quilt is, Grandma. There’s one on your bed, but it’s old and dirty and Mama can never get it clean."

Grandma sighed. "It ain’t dirty, honey. It’s worn, the way it’s supposed to be."

Grandma flexed her fingers to keep them from stiffening. She sucked in some air and said, "My mother made me a quilt when I wasn’t any older than you. But sometimes the old ways are forgotten."

Tanya leaned against the chair and rested her head on her grandmother’s shoulder.
Just then Mama walked in with two glasses of milk and some biscuits. Mama looked at the scraps of material that were scattered all over. "Grandma," she said, "I just cleaned this room, and now it's a mess."

"It's not a mess, Mama," Tanya said through a mouthful of biscuit. "It's a quilt."

"A quilt! You don't need these scraps. I can get you a quilt," Mama said.

Grandma looked at her daughter and then turned to her grandchild. "Yes, your mama can get you a quilt from any department store. But it won't be like my patchwork quilt, and it won't last as long either."

Mama looked at Grandma, then picked up Tanya's empty glass and went to make lunch.
Grandma’s eyes grew dark and distant. She turned away from Tanya and gazed out the window, absentmindedly rubbing the pieces of material through her fingers.

“Grandma, I’ll help you make your quilt,” Tanya said.

“Thank you, honey.”

“Let’s start right now. We’ll be finished in no time.”

Grandma held Tanya close and patted her head. “It’s gonna take quite a while to make this quilt, not a couple of days or a week—not even a month. A good quilt, a masterpiece…” Grandma’s eyes shone at the thought. “Why I need more material. More gold and blue, some red and green. And I’ll need the time to do it right. It’ll take me a year at least.”

“A year,” shouted Tanya. “That’s too long. I can’t wait that long, Grandma.”

Grandma laughed. “A year ain’t that long, honey. Makin’ this quilt gonna be a joy. Now run along and let Grandma rest.” Grandma turned her head toward the sunlight and closed her eyes.

“I’m gonna make a masterpiece,” she murmured, clutching a scrap of cloth in her hand, just before she fell asleep.
"We'll have to get you a new pair and use these old ones for rags," Mama said as she hung the last piece of wash on the clothesline one August afternoon.

Jim was miserable. His favorite blue corduroy pants had been held together with patches; now they were beyond repair.

"Bring them here," Grandma said.

Grandma took part of the pant leg and cut a few blue squares. Jim gave her a hug and watched her add his patches to the others.

"A quilt won't forget. It can tell your life story," she said.
The family spent the morning and most of the afternoon sledding down the hill. Finally, when they were all numb from the cold, they went inside for hot chocolate and sandwiches.

"I think I'll go sit and talk to Grandma," Mama said.

"Then she can explain to you about our quilt—our very own family quilt," Tanya said.

Mama saw the mischievous glint in her youngest child's eyes.

"Why, I may just have her do that, young lady," Mama said as she walked out of the kitchen.

Tanya leaned over the table to see into the living room. Grandma was hunched over, her eyes close to the fabric as she made tiny stitches. Mama sat at the old woman's feet. Tanya couldn't hear what was said but she knew Grandma was telling Mama all about quilts and how this quilt would be very special. Tanya sipped her chocolate slowly, then she saw Mama pick up a piece of fabric, rub it with her fingers, and smile.
From that moment on both women spent their winter evenings working on the quilt. Mama did the sewing while Grandma cut the fabrics and placed the scraps in a pattern of colors. Even while they were cooking and baking all their Christmas specialties during the day, at night they still worked on the quilt. Only once did Mama put it aside. She wanted to wear something special Christmas night, so she bought some gold material and made a beautiful dress. Tanya knew without asking that the gold scraps would be in the quilt too.
When Tanya got downstairs the next morning, she found Papa fixing pancakes.

“Is today a special day too?” asked Jim.

“Where’s Mama?” asked Tanya.

“Grandma doesn’t feel well this morning,” Papa said. “Your mother is with her now till the doctor gets here.”

“Will Grandma be all right?” Ted asked.

Papa rubbed his son’s head and smiled. “There’s nothing for you to worry about. We’ll take care of Grandma.”

Tanya looked into the living room. There on the back of the big chair rested the patchwork quilt. It was folded neatly, just as Grandma had left it.

“Mother didn’t want us to know she wasn’t feeling well. She thought it would spoil our Christmas,” Mama told them later, her face drawn and tired, her eyes a puffy red. “Now it’s up to all of us to be quiet and make her as comfortable as possible.” Papa put an arm around Mama’s shoulder.

“Can we see Grandma?” Tanya asked.

“No, not tonight,” Papa said. “Grandma needs plenty of rest.”
Tanya walked slowly to where the quilt lay. She had seen Grandma and Mama work on it. Tanya thought real hard. She knew how to cut the scraps, but she wasn’t certain of the rest. Just then Tanya felt a hand resting on her shoulder. She looked up and saw Mama.

“Tomorrow,” Mama said.

New Year’s Day was the beginning. After the dishes were washed and put away, Tanya and Mama examined the quilt.

“You cut more squares, Tanya, while I stitch some patches together,” Mama said.

Tanya snipped and trimmed the scraps of material till her hands hurt from the scissors. Mama watched her carefully, making sure the squares were all the same size. The next day was the same as the last. More snipping and cutting. But Mama couldn’t always be around to watch Tanya work. Grandma had to be looked after. So Tanya worked by herself. Then one night, as Papa read them stories, Jim walked over and looked at the quilt. In it he saw patches of blue. His blue. Without saying a word Jim picked up the scissors and some scraps and started to make squares. Ted helped Jim put the squares in piles while Mama showed Tanya how to join them.
Every day, as soon as she got home from school, Tanya worked on the quilt. Ted and Jim were too busy with sports, and Mama was looking after Grandma, so Tanya worked alone. But after a few weeks she stopped. Something was wrong—something was missing, Tanya thought. For days the quilt lay on the back of the chair. No one knew why Tanya had stopped working. Tanya would sit and look at the quilt. Finally she knew. Something wasn’t missing. Someone was missing from the quilt.

That evening before she went to bed Tanya tiptoed into Grandma’s room, a pair of scissors in her hand. She quietly lifted the end of Grandma’s old quilt and carefully removed a few squares.
February and March came and went as Mama proudly watched her daughter work on the last few rows of patches. Tanya always found time for the quilt. Grandma had been watching too. The old woman had been getting stronger and stronger as the months passed. Once she was able, Papa would carry Grandma to her chair by the window. "I needs the Lord's light," Grandma said. Then she would sit and hum softly to herself and watch Tanya work.

"Yes, honey, this quilt is nothin' but a joy," Grandma said.

Summer vacation was almost here. One June day Tanya came home to find Grandma working on the quilt again! She had finished sewing the last few squares together; the stuffing was in place, and she was already pinning on the backing.

"Grandma!" Tanya shouted.

Grandma looked up. "Hush, child. It's almost time to do the quilting on these patches. But first I have some special finishing touches...."

The next night Grandma cut the final thread with her teeth. "There. It's done," she said. Mama helped Grandma spread the quilt full length.
Verb Sort for Beginning ELL students

<table>
<thead>
<tr>
<th>Regular (end in -ed)</th>
<th>Irregular (do not end in -ed)</th>
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</thead>
<tbody>
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<td>Verb Infinitives:</td>
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<td>to go</td>
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<td>to watch</td>
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<td>to help</td>
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<td>to spread</td>
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<td>to take</td>
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<td>to cut</td>
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<td>to lean</td>
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<td>to want</td>
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<td>to buy</td>
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<td>to remember</td>
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<td>to pull</td>
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<td>to place</td>
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<td>to flex</td>
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<td>to look</td>
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<td>to turn</td>
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<td>to hold</td>
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<td>to make</td>
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<td>to rest</td>
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<td>to look</td>
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<td>to lift</td>
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<td>to remove</td>
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<td>to touch</td>
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<tr>
<td>to look</td>
<td></td>
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<tr>
<td>to be</td>
<td></td>
</tr>
</tbody>
</table>
Completing index cards and sentence strips

Index Card 1
To Pull

Index Card 2
Pulled

She pulled the wagon.

Index Card 1
To buy

Index Card 2
bought

John bought a new book.
### Example of word wall

<table>
<thead>
<tr>
<th>Infinitive Verb</th>
<th>Regular Past Tense</th>
<th>Irregular Past tense</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>to pull</td>
<td>pulled</td>
<td></td>
<td>She pulled the wagon.</td>
</tr>
<tr>
<td>to buy</td>
<td></td>
<td>bought</td>
<td>John bought a new book.</td>
</tr>
</tbody>
</table>
Lesson 4
In this final lesson, students will complete a culminating project to demonstrate their knowledge of quilts as a means to tell a story. This will be accomplished through the creation of a quilt square which is representative of the student. This is especially important for ELL students because it validates who they are culturally and personally. ELL students often feel isolated due to their limited language abilities. This lesson provides the opportunity for a student to celebrate and share his or her culture rather than dismissing or hiding their uniqueness. This project allows a feeling of community in the classroom.

Activities are arranged so that all students have the opportunity to read, write, speak and listen in English while completing the tasks. Again the use of peer tutors is employed to assist struggling language learners.

Language models are provided when students are required to speak. A new language is best learned when presented in a variety of modalities. Questions are asked orally while a visual of the written text is displayed.

Group activities are always incorporated to give a language learner the opportunity to practice oral language. Groups also present a safe and stimulating environment for learning.

Teacher must always be conscious of speech patterns, making sure to enunciate clearly, pause appropriately and allow a student wait time before responding to questions. This gives all students the opportunity to process information and collect their thoughts. Specific modifications appear in bold face type throughout lesson.
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulaic Expression</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retell</td>
<td>Past experience</td>
<td>I remember <strong>y</strong> ____ prep phrase _____.</td>
<td>going /on vacation cutting/down a Christmas tree eating/at a restaurant playing/with my family swimming/at the beach</td>
<td>Verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Prepositional phrases</td>
</tr>
<tr>
<td>Connect</td>
<td>Story to self</td>
<td>The story reminds me of _______.</td>
<td>my grandma, my family, our family,</td>
<td>Possessive pronouns nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tanya’s family is like mine because they _______.</td>
<td>argue, love each other, work together, have fun</td>
<td>verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I am like/not like Patricia when she _______.</td>
<td>pretends, plays, dances</td>
<td>comparisons, third person singular verbs</td>
</tr>
<tr>
<td>Formulate</td>
<td>Questions to ask peers?</td>
<td>What is your ______?</td>
<td>name, favorite food, favorite memory</td>
<td>nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Where were you ____?</td>
<td>born</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>How many ________ do you have?</td>
<td>brothers, sisters, relatives, languages, friends</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 4 (modified from culminating activity from O.L.)

Overview

Students will review all they have learned about quilts and how they are used to tell stories. They will participate in the creation of a class paper quilt that will be displayed. They are to write a short story of a past event they wish to share with the class. It should illustrate the significance of family relationships (family should be defined as those people who are significant in the lives of the students). They should take care to use verbs in the past tense. The paragraph will be pasted to a large, square piece of paper. The student must decorate their patch with items related to the event they have written about. The completed squares will be attached together to make a class quilt that celebrates the diversity of the class. Students will be encouraged to bring in some items from home to display on the patch, but teacher will provided creative materials as well. The activities described may need to be divided over 2 or 3 sessions to complete.

Objectives

All students will

• design a quilt square to share personal information and a past experience
• work in groups to complete assignment
• connect text to self

Most students will

• retell past experience in a small group setting
• write an original paragraph to retell a past event
• assist one another by providing positive feedback to peers

Intermediate ELL students will:

• discuss personal information orally in a small group session
• write an original paragraph using a partially completed model to retell a past event

Beginning ELL students will:

• participate in group discussion to share information
• practice technique for asking and answering questions in English
• complete sentences to describe a past event
• use pictures to describe story

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- 127 -
Initiation (5 minutes)

Modifications from Original Lesson to assist ELL students

- worksheet was provided to preview information and complete at home
- students will have the opportunity to orally share their special memories
- students are making text to self connections

Teacher will direct students to K-W-L chart they have created about quilts. They will have a short discussion to review the idea that a quilt can be used to tell a story. They will review the characters from the stories they have read. Teacher will display books and tell students to compare themselves with these characters. She will announce that they will be creating a quilt square today. They will have the opportunity to share information about themselves (from worksheet distributed in lesson 2, see page 131) with one another and decorate their squares with special items from home. The quilt squares will be taped together into one big quilt and displayed in the hallway outside of the classroom for everyone in the school to see.

Activity 1 (10-15 minutes)

Modifications for ELL’s

- Questions will be available on index cards and beginning ELL’s can hold the question up instead of asking orally
- Students will hold up sentence strips with the questions written on them to provide a visual for beginning and intermediate ELL’s as they ask the questions orally
- This activity was added to the original lesson plan to provide an opportunity for ELL students to practice oral language
- Discussion was conducted in the form of an interview
- Group work provides a framework for students to share thoughts with one another in a safe environment
- To further expand the interview process, students can ask questions about one another to see what they have learned and to practice speaking.
Students were instructed to have worksheets from lesson 2 of this unit completed (see page 131). This will contain information necessary for creation of quilt square. We must assume that all students have completed worksheets at this point. Students will be divided into small, heterogeneous groups. ELL’s will be paired with fluent English speakers who will guide instruction. Students will orally share the personal information from the worksheets. Students will ask one another questions in a as if conducting an interview. They will hold a sentence strip in front of them with the question written on it to provide a visual for the limited English students. Beginning and Intermediate ELL’s should be able to participate in this sharing by observing the dialogue of their peers. If a beginning student is not comfortable speaking at this time, they will be asked to point to the response on their worksheet to show they understand. They will recycle the questions to form responses as they did in lesson 2, activity 1 (see pages 48-49).

- What is your name?
- When were you born?
- What language(s) do you speak?
- Where were you born?
- Where are your ancestors from?
- What is your favorite food?
- Describe your favorite memory?

Activity 2 (15 minutes)

Modifications for ELL’s

- Graphic organizers were modified to accommodate varying proficiency levels
- Peer editing and teacher conferences were added to ensure success with the project

Now that students have shared their information orally, they will be asked to summarize events from their special memory in a short, written paragraph. This will be incorporated into their quilt square. Each student will be given a graphic organizer, modified for their proficiency level, to accomplish this task (see page 132 for advanced students, and page 133 for intermediate students). Teacher will draft a paragraph for the beginning students using the information from their questionnaire. The paragraph will

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have the format of a basic paragraph with some words omitted. Beginners will have to
fill in the blanks (see page 134 for an example). Students will be reminded to write
paragraphs using the past tense verbs practiced in the previous lesson (lesson 3). Verbs
will still be posted and students will be encouraged to use when writing. Teacher will use
peer editing to correct information and then will conference with each student to revise
final copy. Paragraph will be typed to fit in center of quilt square (see page 135). Other
personal information will be written in areas around center square. Students will cut
shapes from templates (see page 136) to decorate quilt square. These will be placed over
text and admirers will have to lift sections to read information (see page 137 for
completed quilt square).

Activity 3 (15 minutes) (may take several sessions)

Modifications for ELL’s

- teacher will assist language learners throughout this activity to monitor
  understanding of the assignment

- peer tutors will be available from the class to clarify instructions

Once paragraphs are complete, students will begin putting their quilt squares
together. Teacher will have squares already prepared for each student and templates
available for outer trapezoids. Students can decorate their square as they wish but all
writing will be consistently placed around the square (see page 135) for example.
Teacher will demonstrate how to construct quilt using a think-aloud approach.

Closure: (10 minutes)

Teacher will review all aspects of unit. Quilt squares will be assembled into one
large class quilt and displayed outside of the class for the school to admire. Students will
be asked if they enjoyed the unit. They must each say one thing they liked best about it.
Teacher will allow students to “think-pair-share” thoughts prior to contributing.

Assessment

- ongoing observation of work by teacher
- completion of quilt square

Lisa Carino
Information about me

1. My name is ____________________.

2. My birthday is ____________________.

3. I was born in ____________________, ____________________.
   City/Town       Country

4. LIST any countries that your ancestors may have come from:
   • ____________________
   • ____________________
   • ____________________
   • ____________________

5. I have ___________ brothers and ___________ sisters.
   Number           Number

6. I speak ___________ language(s).
   Number

7. My language(s) is/are:
   • ____________________
   • ____________________
   • ____________________
   • ____________________

8. My favorite food is ____________________.

9. Describe a special memory from your past that you would like to share with the class. It should include members of your family:
   • ____________________________________________________
   • ____________________________________________________
   • ____________________________________________________

Lisa Carino
### Graphic Organizer for Advanced Level

**Name:** ________________

**Title:** My Favorite Time with My Family

<table>
<thead>
<tr>
<th>Topic Sentence</th>
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<tr>
<th>Three Supporting Details</th>
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<th>3.</th>
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<tr>
<th>Conclusion Sentence</th>
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Lisa Carino  
Adapted from www.enchantedlearning.com
Name: ______________________

Title:  My Special Memory of My Family

### Topic Sentence

I remember when__________________________________________

__________________________________________

with my family__________________________________________

### Three Supporting Details

1. This memory was special for me because__________________________________________

   __________________________________________

   __________________________________________

2. I liked when we__________________________________________

   __________________________________________

   __________________________________________

3. Finally we__________________________________________

   __________________________________________

   __________________________________________

### Conclusion Sentence

__________________________________________

was a very special time for me and my family.

Lisa Carino
Adapted from www.enchantedlearning.com
Sample Paragraph for Beginning ELL

My favorite time with my **family** is when we decorated our **Christmas Tree**.

We went to a farm and **cut** down a **beautiful** tree. We took the tree **home** and **put** it near a window. Then we **took** out a box with decorations in it. Next we **put** the **ornaments** on the tree. When we were finished, we **sang songs**. I had so much **fun** with my **family**.
Decorative flaps will be placed over text to form quilt square. See next page for sample.

Students will be provided a variety of arts and crafts items but they are encouraged to bring in special items from home that they would like to share. This can be related to the characters from the books they have read.
Template for Quilt Square

- cut 1 for center
- cut 4 to place around square
Quilt Square

Paste photograph or drawing of student here.

Lift colored flaps at arrows to read text (lift here).
Colored flaps will be decorated at discretion of student.
Checklists
FLA 518: Sheltered ELL Strategies Checklist

Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

<table>
<thead>
<tr>
<th>Description</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Contextualize Lesson</td>
<td></td>
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</tr>
<tr>
<td>I. 1. Visuals (Realia, Manipulatives, Gestures)</td>
<td>5-12, 16, 5, 8</td>
<td>49, 52-58</td>
<td>76, 126, 124</td>
<td>135-137</td>
</tr>
<tr>
<td>I. 2. Model (Instructions, Processes)</td>
<td>1-5, 6</td>
<td>49</td>
<td>76, 126, 124</td>
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<tr>
<td>I. 3. Activate Background Knowledge</td>
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<td>48</td>
<td>96</td>
<td>128</td>
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<tr>
<td>I. 4. Negotiate Meaning/Check Understanding</td>
<td>7, 8</td>
<td>49, 50, 51</td>
<td>96, 97</td>
<td>129, 130</td>
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<tr>
<td>II. Make Text Comprehensible</td>
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<tr>
<td>II.1. Graphic Organizers</td>
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<td>67-68, 72-73, 98-103, 121</td>
<td>152-153, 135</td>
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<tr>
<td>II.2. Develop Vocabulary</td>
<td>17-19, 6</td>
<td>48, 52-58</td>
<td>99-124</td>
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<tr>
<td>II. 3. Simplify Written Text</td>
<td></td>
<td></td>
<td>53-58</td>
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<tr>
<td>III. Make Talk Comprehensible</td>
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<tr>
<td>III.1. Graphic Organizers: Listening Guides</td>
<td>17-19, 6</td>
<td>69-71</td>
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<td>III. 2. Frame Main Ideas</td>
<td>8</td>
<td>49, 50</td>
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<tr>
<td>III. 3. Pace Teacher's Speech</td>
<td>5, 6, 7</td>
<td>49, 50</td>
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<tr>
<td>IV. Engage: Opportunities for Output</td>
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<tr>
<td>IV.1. Teacher Questioning and Response Strategies: Instructional Conversations</td>
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<td>97</td>
<td>130</td>
<td></td>
</tr>
<tr>
<td>IV.2. Small Group Work (including Info Gap Activities)</td>
<td>5, 6, 7, 8</td>
<td>48, 50</td>
<td>97, 129, 130</td>
<td></td>
</tr>
<tr>
<td>IV.3. Meaningful, real-life activities; Students as Researchers</td>
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<td>131-137</td>
</tr>
<tr>
<td>V. Engage at Appropriate Language Proficiency Levels</td>
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<td>48, 49</td>
<td>97, 99-108, 132-134</td>
<td></td>
</tr>
<tr>
<td>V.1. Use questions appropriate for language levels in conversations, activities, assessments</td>
<td>8</td>
<td>48, 52-</td>
<td>139-130</td>
<td></td>
</tr>
<tr>
<td>VI. Literacy/Academic Development</td>
<td></td>
<td></td>
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<tr>
<td>VI. 1. Allow use of L1 for planning and conceptualizing</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>VI. 2. Lots of real oral and written language</td>
<td>5-8</td>
<td>56, 57</td>
<td>96, 97, 129</td>
<td></td>
</tr>
</tbody>
</table>
Original Lessons
**Goals of Unit**

The overall goals of the unit are as follows:

- Students will be able to describe a quilt as an artifact used to tell a story in addition to being a blanket providing warmth and comfort

- Students will be able to express and share a past experience orally, in writing and creatively

- Students will have ample opportunities to interact with one another in various ways

- Students will be exposed to important children’s literature

- Students will explore aspects of grammar through literature

**Introduction:**

Teacher will bring in a quilt that tells a story. Class will brainstorm together what it is and what it can be used for. Teacher will try to elicit the notion of a quilt. They will proceed to develop a K-W-L chart (see appendix 1) regarding Quilts. Class will list what they currently know and what they would like to learn. This chart will be displayed, edited and completed as the unit ensues. Following is a possible sequence of lessons. There are a myriad of other lessons that can be added depending on the time available for the study. Each lesson may take 2 or 3 sessions to complete.

**Lesson 1**

Objectives:

1. Students will make predictions of a literature piece prior to reading to activate prior knowledge
2. Students will be able to connect text to self
3. Students will be able to participate in active listening
4. Students will be able to interact with peers
5. Students will be able to identify vocabulary words from the story

The teacher will read aloud, *The Keeping Quilt* by Patricia Polacco. This story is about the author’s great-great grandmother’s emigration from Russia to America. She brings a shawl that becomes part of a quilt that is passed along to ensuing generations. The teacher will show the cover of the book and explain that it will be read aloud to the class. Teacher will preview the cover of the book to the class and elicit any thoughts on
what a quilt is. Class will develop a KWL about quilts which will be displayed, referred to and revised throughout the unit. Prior to reading the story, the class will break into heterogeneous work groups. Each group will be given a T-chart (see appendix 2) and a bag filled with objects from the story (appendix 2A). Teacher will explain that each object is found in the story. It is their job to determine what the objects are and make predictions as to what they will mean in the story. The group will remove one item at a time and write its name on the left side of the T-chart. They will write what they believe the item has to do with the story in the second column. This activity is necessary to activate prior knowledge, to motivate interest in the story and to promote group work. Ideas will be shared with the class and predictions posted. Teacher will read aloud the story to the class. During reading, students are to listen for the items from the book bag and reflect on their predictions. Students should raise their hands when they hear one of the items from the bag. T-chart will be updated as items are encountered.

A list of “Yiddish” vocabulary words that appear in the story will also be given to each group (see appendix 2B). Students will list possible definitions. Students are asked to listen for these words as the story is being read to determine meaning through the context of the story.

Students will be able to describe a quilt as a tool used to tell a story by the end of this lesson.

Lesson 2

Objectives:
1. Students will be able to analyze authentic text to determine both regular and irregular past tense verbs
2. Students will be able to recognize “-ed” as the regular form of English past tense verbs
3. Students will be able to interact with peers

Teacher will select sentences from The Keeping Quilt and omit verbs. A word bank with infinitive forms of the verbs will be provided. Students will work in groups to complete the worksheet (see appendix 3 for a sample). They have been advised that all of the omitted verbs should reflect an action in the past – one that has already occurred. They must determine the correct verb from the list and conjugate it correctly to show the past-
Lesson 3

Objectives:
1. Students will be able to answer and formulate “WH” questions in relation to events of their family history
2. Students will make predictions of a literature piece prior to reading to activate prior knowledge
3. Students will be able to identify connections among characters encountered in literature and personal life events
4. Students will be able to respond orally through the presentation of work
5. Students will be able to connect text to self
6. Students will be able to participate in active listening

Teacher will review the K-W-L chart about quilts and provide the opportunity to edit and/or update ideas. Teacher will preview the book, The Patchwork Quilt by Valerie Flournoy. This story is about an African-American family and how their relationship develops through the creation of a quilt. The teacher will show the book to the class and announce that they will be reading it aloud. To initiate lesson, the class will be divided into groups of three. Each group will be given a “book bit” (see appendix 4) – a sentence from the story that has been selected by the teacher. The groups will share their book bits with one another to try and determine what will take place in the story they are about to read. After sharing the sentences, the groups will need to answer questions to predict what will happen in the story. Teacher will provide a sheet to be completed by each group to answer the following:

1. What will happen in the story?
2. Who will be the main characters?
3. When does the story take place?
4. Where do they live?
5. Why do you think the quilt is special in this story?
6. How will the story end?

Students will be instructed to write the answers by recycling the questions. For example, answer will be: to answer question number 2 above, students must begin the answer with, “The main characters will be…” Students should determine how to properly respond to a question through this activity. They will share ideas and keep review responses until after the story is read.

Lesson 4

Objectives
1. Students will make predictions of a literature piece prior to reading to activate prior knowledge
2. Students will be able to respond orally through the presentation of work
3. Students will be able to participate in active listening

Teacher will remind children of their predictions and be prepared to compare this story with the one read previously. They should also listen for action words or verbs as they are listening. Teacher will read story aloud and when the story is about half finished, students will be given the opportunity to alter predictions. They will discuss the story as a class after completed. Students will be asked to compare themselves to the character of Tanya in the story.

Lesson 5

Objectives:
1. Students will be able to identify connections among characters encountered in literature and personal life events
2. Students will be able to respond orally through the presentation of work
3. Students will be able to compare and contrast story elements

Students will create a Venn-diagram (see appendix 5) comparing The Keeping Quilt with The Patchwork Quilt. Students will then complete the last column of the K-W-L chart to assess what they have learned.
Culminating Activity – Assessment

Students will review all they have learned about quilts and how they are used to tell stories. They will participate in the creation of a class paper quilt that will be displayed. They are to write a short story of a past event they wish to share with the class. It should illustrate the significance of family relationships (family should be defined as those people who are significant in the lives of the students). They should take care to use verbs in the past tense. The paragraph will be pasted to a large, square piece of paper. The student must decorate their patch with items related to the event they have written about. The completed squares will be attached together to make a class quilt that celebrates the uniqueness of each student. Students will be encouraged to bring in some items from home to display on the patch but items will be available in the classroom to ensure completion of the patch. They will be provided a rubric to self-assess their completed work.
Bibliography


Websites

http://www.eduplace.com/tview/pages/k/The_Keeping_Quilt_Patricia_Polacco.html

http://www.wku.edu/~symonan/unit.html


http://www.everythingesl.net/

Lisa Carino
FLA 518 – Summer 2005
Appendix
<table>
<thead>
<tr>
<th>Objects</th>
<th>Predictions</th>
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Objects in bag to be identified by students.

1. gold coin
2. dried flower
3. piece of rock salt
4. handkerchief
5. slice of bread
## Appendix 2B

**Yiddish Vocabulary Words from The Keeping Quilt**

<table>
<thead>
<tr>
<th>Vocabulary Words Nouns</th>
<th>What do you think it is?</th>
<th>Meaning as determined from story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. babushka</td>
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<td>2. challah</td>
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<td></td>
</tr>
<tr>
<td>3. wedding huppa</td>
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<td></td>
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<tr>
<td>4. Jewish Sabbath</td>
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<tr>
<td>5. kulich</td>
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</tbody>
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Appendix 3 - The Patchwork Quilt
Past-Tense Verb Worksheet

Verb Infinitives:

1. to pull
2. to place
3. to flex
4. to look
5. to turn
6. to hold
7. to pat
8. to take
9. to cut
10. to lean
11. to want
12. to buy
13. to make
14. to rest
15. to look
16. to speak
17. to snip
18. to trim
19. to lift
20. to remove
21. to come
22. to go
23. to watch
24. to help
25. to spread
26. to touch
27. to look
28. to remember
29. to be
30. to be
Appendix 3 - The Patchwork Quilt  
Past-Tense Verb Worksheet

1. Mama __________ the tray of biscuits from the oven and  
   __________________ it on the counter.  
   __________________

2. Grandma __________ her fingers to keep them from stiffening.  
   __________________

3. Grandma __________ at her daughter and then ________________  
   to her grandchild.  
   __________________

4. Grandma __________ Tanya close and ________________ her head.  
   __________________

5. Grandma __________ part of the pant leg and ________________  
   a few blue squares.  
   __________________

6. Tanya __________ over the table to see into the living room.  
   __________________

7. She __________ to wear something special Christmas night, so she  
   __________________
   __________________ some gold material and ________________ a beautiful dress.  
   __________________

8. There on the back of the big chair ________________ the patchwork quilt.  
   __________________

9. She __________ tired and ________________ in whispers.  
   __________________


10. Tanya _______ and _________ the scraps of material 
   till her hands hurt from the scissors.

11. She quietly _________ the end of Grandma’s old quilt 
   and carefully _________ a few squares.

12. February and March _________ and _________ as Mama 
   proudly _________ her daughter work on the last few rows of patches.

13. Mama _________ Grandma _________ the quilt full length

14. He _________ the gold patch, _________
   at Mama, and _________.

15. There _________ Tanya’s Halloween costume. 
   And there _________ Grandma.
1. Mama **pulled** the tray of biscuits from the oven and **placed** it on the counter.
2. Grandma **flexed** her fingers to keep them from stiffening.
3. Grandma **looked** at her daughter and then **turned** to her grandchild.
4. Grandma **held** Tanya close and **patted** her head.
5. Grandma **took** part of the pant leg and **cut** a few blue squares.
6. Tanya **leaned** over the table to see into the living room.
7. She **wanted** to wear something special Christmas night, so she **bought** some gold material and **made** a beautiful dress.
8. There on the back of the big chair **rested** the patchwork quilt.
9. She **looked** tired and **spoke** in whispers.
10. Tanya **snipped** and **trimmed** the scraps of material till her hands hurt from the scissors.
11. She quietly **lifted** the end of Grandma’s old quilt and carefully **removed** a few squares.
12. February and March **came** and **went** as Mama proudly **watched** her daughter work on the last few rows of patches.
13. Mama **helped** Grandma **spread** the quilt full length.
14. He **touched** the gold patch, **looked** at Mama, and **remembered**.
15. There **was** Tanya’s Halloween costume. And there **was** Grandma.
Appendix 4

“Book Bits” from the Patchwork Quilt

1. Grandma was sitting in her favorite spot – the big soft chair in front of the picture window. In her lap were scraps of materials of all textures and colors.

2. Grandma looked at her daughter and then turned to her grandchild. “Yes, your mama can get you a quilt from any department store. But it won’t be like my patchwork quilt, and it won’t last as long either.”

3. “I’m gonna make a masterpiece,” she murmured, clutching a scrap of cloth in her hand, just before she fell asleep.

4. “A quilt won’t forget. It can tell your life story,” she said.

5. “Grandma isn’t lonely,” Tanya said happily. “She and the quilt are telling each other stories.”

6. Tanya couldn’t hear what was said but she knew Grandma was telling Mama all about quilts and how this quilt would be very special.

7. From that moment on both women spent their winter evenings working on the quilt. Mama did the sewing while Grandma cut the fabrics and placed the scraps in a pattern of colors.

Lisa Carino
The Patchwork Quilt

Bibliographic Data: Hardcover, 32 Pages, Penguin Group (USA) Incorporated, March 1985

Author: Flournoy, Valerie

Illustrator: Pinkey, Jerry

List Price: $16.99
In-store prices may vary. See your local store for the most up-to-date pricing.

Status: In Print

BINC: 237986

ISBN: 0803700970

Shelf Location: Kids > Children's Picture Books > Picture Books

Description: Tanya loves listening to her grandmother talk about the quilt she is making from pieces of colorful fabric from the family clothes. When Grandma becomes ill, Tanya decides to finish Grandma's masterpiece with the help of her family. Full color.

Description: Using scraps cut from the family's old clothing, Tanya helps her grandmother and mother make a beautiful quilt that tells the story of her family's life.
The Patchwork Quilt
This picture book is about the relationship between Tanya and her grandmother. Tanya's grandmother begins making a special quilt from pieces of worn out clothes that have belonged to various family members. Tanya's mother and grandmother spend many evenings working on the quilt. Tanya's grandmother becomes ill, too ill for even Tanya to see her. Tanya worked on the quilt with her mother while her grandmother lay in bed ill. After a couple of months Tanya's grandmother got better and was able to help complete the quilt that she then gave to Tanya as a gift.
Description: "We will make a quilt to help us always remember home," Anna's mother said. "It will be like having the family in backhome Russia dance around us at night.

And so it was. From a basket of old clothes, Anna's babushka, Uncle Vladimir's shirt, Aunt Havalah's nightdress and an apron of Aunt Natasha's become *The Keeping Quilt*, passed along from mother to daughter for almost a century. For four generations the quilt is a Sabbath tablecloth, a wedding canopy, and a blanket that welcomes babies warmly into the world.

In strongly moving pictures that are as heartwarming as they are real, Patricia Polacco tells the story of her own family, and the quilt that remains a symbol of their enduring love and faith.
Polacco, Patricia  
The Keeping Quilt

**Genre**  
Children’s Literature (31 pp.)

**Keywords**  

**Summary**  
The only tangible remnants of Young Anna’s ethnic heritage were her dress and babushka made from the garments Great-Grandma Anna had worn when she came to America. Outgrown, they become the border of a quilt that neighborhood women sew together from scraps of other old family clothing to help them always remember back-home Russia. Used as the Sabbath tablecloth, the huppa (marriage canopy), and as a blanket to wrap the newborns in and to warm the sick and dying, the quilt gets passed down from mother to daughter for four generations.

**Commentary**  
Used to celebrate births, weddings, birthdays and death, the babushka, dress and heirloom quilt—the only colored objects in this very detailed and imaginative self-illustrated picture book—are symbols of the importance of family ties and traditions. The black and white drawings of children dressed differently, whispering and teasing, begin to define the assimilation process. Changing fashion and wedding customs such as men and women dancing separately and then together; adding a sprinkle of wine to the traditional gold coin, bread and salt of the wedding bouquet; and the mention of the presence of non-Jewish friends "for the first time" affirm the importance of ritual as they portray the changing customs and folklore over time.