

Literacy Based Making Activity: The Quilt or The Quilt Story

Grade Level: K-1	Book: The Quilt by Ann Jonas or The Quilt Story by Tony Johnston
Lesson Objective: Students will make a quilt square using inspiration from the story. This is an introductory making activity meant to bring out students' personal expression and "me" stories. Who am I? How do I describe myself? Who is important to me? What things are important to me?	
Topic/Theme: <ul style="list-style-type: none">● Introduction to Making● Inspiration from books and stories● Using objects to tell personal stories.● Introduction to tools (low-temp hot glue guns, scissors, etc.)	ELA Unit Themes: <u>Kindergarten:</u> -Welcome to Kindergarten unit (use activity to discuss rules and procedures of classroom and align to making). <u>First Grade:</u> -Welcome to First Grade unit (use to discuss rules and procedures of classroom and align to making).
Materials: -scraps of fabric (many different colors and patterns; could be pre-cut into squares) -hot glue -low temperature hot glue guns -hole punch (single) -twist ties or pipe cleaners -4in x 4in squares of white cardstock (to glue fabric onto)	Pre-Lessons Suggested: -Preview hot glue gun procedures. -Teacher could ask students to bring fabric scraps from home, especially fabric that has personal meaning.
Steps: <ol style="list-style-type: none">1) Read one of the quilt stories with the whole class.2) Use chart paper to help students list characteristics of a quilt. Emphasize how it is used to remember people and things that are personally meaningful.3) Prompt students to discuss the people and things that are meaningful. Help them relate their ideas back to the story.4) Tell students that they will be creating a paper quilt based on someone or something important to them.5) Students return to desks.6) Hand out 4" x 4" paper squares and small tubs of fabric scraps to each table group.7) Students select fabric, cut and hot glue to paper and make quilt squares.8) Circulate and prompt students to explain why they are choosing the fabric, color and patterns for their quilt square. (Pull small groups for formative assessment.)9) Teacher punches a hole on each side of the students' quilt square.10) Assemble the quilt squares into a large, class quilt. Hang on the wall.11) Have students share out stories about their quilt squares.	

Formative Assessment Rubric - DRAFT

CA CC Reading Standards - K

Standards	Emerging (1)	Progressing (2)	Mastery (3)
With prompting and support, ask and answer questions about key details in a text.	Student struggles to ask/answer questions or provide key details about text. Significant prompting and support needed.	Student is able to ask/answer questions or provide most key details about text. Some prompting and support needed.	Student asks/answers detailed questions about text using key details. Little prompting and support needed.
With prompting and support, retell familiar stories, including key details.	Student struggles to retell a story. Few key details used. Significant prompting and support needed.	Student is able to retell a story. Most key details are used. Some prompting and support needed.	Student retells a story using key details. Little prompting and support needed.
With prompting and support, identify characters, settings, and major events in a story.	Student struggles to identify any characters, settings, or major events in a story. Significant prompting and support needed.	Student is able to identify most characters, settings, and major events in a story . Some prompting and support needed.	Student identifies the characters, settings, and major events in a story . Little prompting or support needed.
With prompting and support, describe the relationship between illustrations and the story in which they appear.	Student struggles to describe the relationship between any of the illustrations and the story. Significant prompting and support needed.	Student is able to describe the relationships between most of the illustrations and the story. Some prompting and support needed.	Student is able to describe the relationships between all of the illustrations and the story. Little prompting and support needed
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Student struggles to compare and contrast the adventures and experiences of characters in the stories. Significant prompting and support needed.	Student is able to compare and contrast most of the adventures and experiences of characters in the stories. Some prompting and support needed.	Student is able to compare and contrast the adventures and experiences of all the characters in the stories. Little prompting and support needed.

Rubric adapted from: [Brown University Center for Teaching and Learning](#)