

Sharing Stitches of Time

A teachers guide to Shared Reading

*Questions are listed run-on in the interest of space. When asking questions, allow wait time between each.

Before reading -

1. Introduce the title of the book. Ask students what they think the story will be about. Students may make connections to the books *Quilt Story* (Lesson 6, *Quilt Story*) and/or *Ox Cart Man* (Lesson 10, *Wanna Trade?*) and to the math and/or social studies concepts being taught.
2. Read the dedication of the story. Clarify the term 'dedicated'. Ask students who they think Ethel Teague is and why the story is dedicated to her?
3. Think-Pair-Share
Ask: What would you do if you were without friends to play with or television to watch for two weeks? Allow students time to think. Direct students to turn to a partner. The first person takes 30 seconds to tell what they thought about. Reverse roles. Call on a couple of volunteers to share what their partner said.

During Reading -

*In the story, note numbers between paragraphs. These correspond to numbers 1, 2, and 3 below. Questions for each quilt transparency are numbered 1 - 9, accordingly.

1. Who are the characters? Where are they going? What is the problem? What do you think they will do on a farm for 14 days with no friends and no television? (Think-pair-share. Students modify responses to align with being on a farm.) *Ask: What is meant by 'the color of coal'? Instruct students to listen for how the author uses this description.

2. What was 'the color of coal' and why do you think the author used this description? Where did the stairs lead? Describe the room. How did the little girl feel being in the attic? How do you know? What words does the author use to show you this? What is meant by 'represented our family history'? Share. Instruct students to close their eyes. Think: What are some things you see in your grandmother's attic? Share. *Ask: What does the word 'intrigued' mean? Listen to see if you can figure it out from the story.
3. What intrigued the girl? Being intrigued made her _____. (Deep in thought, unaware of everything else, etc.) Share. Have you ever been so intrigued in something you didn't hear someone coming in? Share. How does the author show us the quilt is special? What does the quilt have woven in to it? (Stories to tell.)

Quilt Transparencies: Suggested questions focus on the social studies aspects of each quilt block, however, it is appropriate and recommended to ask questions of a mathematical nature as well. Remember to guide students observations of symmetry (why or why not, which part, and how do you know), shapes within shapes, where the line of symmetry is, a slide, flip, turn, congruent shapes, and pattern.

1. Lay transparency 1 on the overhead. Think-pair-share.
*Ask: What story do you think is woven into this quilt block? Share.
*Ask: As the story of the block is read, think, how is this block an example of conserving and replenishing natural resources? (Discuss after the meaning is read. Bring out the idea of dyeing fabric with wild berries, and the fabric had originally been part of a first made quilt.)

2. Lay transparency 2 on the overhead. Think-pair-share.

*Ask: What story do you think is woven into this quilt block?

*Ask: As the story of the block is read, think, what important lessons about trade does this quilt block tell? (Discuss after the meaning is read. Help children relate by asking if they ever buy anything from the farmer's market. Why is the market an important place? How important was the crop to this family? What could have happened if they had not gotten the crop in?)

3. Lay transparency 3 on the overhead. Think-pair-share.

*Ask: What story do you think is woven into this quilt block?

*Ask: Listen to see how this block is an example of conserving and replenishing natural resources. (Discuss after the meaning is read. Ask what this reminds students of . . . ever see baskets made from vines? What might be a problem with baskets made from wildflowers? Have you ever tried to weave pine straw?)

4. Lay transparency 4 on the overhead. Think-pair-share.

*Ask: What story do you think is woven into this quilt block?

*Ask: Listen to see how this block is an example of conserving and replenishing natural resources. (Discuss after the meaning is read. Relate to background knowledge by asking if any student has ever saved watermelon seeds to plant, or ever sold any watermelons at a corner stand.)

5. Lay transparency 5 on the overhead. Think-pair-share.

*Ask: What story do you think is woven into this quilt block?

*Ask: What lessons does this quilt block's story tell us? (Discuss after the meaning is read. Bring out that this fabric was first a part of another quilt, then a doll dress, and now it is part of a quilt again. Close your eyes. Imagine, if you were that square of fabric, which use would make you happiest? Why? What do you suppose happened to Elizabeth?)

6. Lay transparency 6 on the overhead. Think-pair-share.
*Ask: What story do you think is woven into this quilt block?

*Ask: I wonder why the author says this one is particularly stunning? (Discuss after the meaning is read. Establish with students the meaning of particular and stunning. Close your eyes. Can you draw a picture of this wedding day? Ask if they can think of a dress their mother or grandmother wears that is particularly stunning. What makes it particularly stunning?)

7. Lay transparency 7 on the overhead. Think-pair-share.

*Ask: What story do you think is woven into this quilt block? *Ask: What is historical about this quilt block? (Discuss after the meaning is read. This block features the remnant of a Civil War uniform. The Civil War is part of America's history as well as this family's history. If I said this is the most important block, would you agree? Why, why not?)

8. Lay transparency 8 on the overhead. Think-pair-share.

*Ask: What story do you think is woven into this quilt block?
*Ask: What ways of conserving natural resources does this block's story tell about? (Discuss after the meaning is read. Students should recognize use of leftover material from weaving baskets. How do you picture this brush broom in your mind? What exactly was it made of?)

9. Lay transparency 9 on the overhead. Think-pair-share.

*Ask: What story do you think is woven into this quilt block?
*Ask: This block tells of a surprising item that was conserved. What is it? (Discuss after the meaning is read. What do you suppose was done with the saved granules on days a cake was not baked?)

After reading:

There are many ways to help students build understanding. First, allow a silent moment to fall upon the class immediately after the story is completed. This helps students to relish all they heard and learned as well as, allowing students to float out of the mesmerized state. Follow up activities can be done shortly after the story or as a review later that same day or even the next. Below are possible questions that will build understanding through discussion and sharing of ideas and past experiences. Suggested activities afford the opportunity for students to build new experiences, hence creating an opportunity for greater and deeper understanding.

Follow up -

Questions:

How does the quilt in the story reflect the daily life, history and beliefs of this family?

Would you describe the quilt as a work of art? Why? Why not?

Were you surprised to hear of all the different ways people conserve and replenish natural resources? What surprised you most?

What ways does your family conserve their resources?

What are basic needs?

How does trade help families to meet their basic needs?

Is there as much conserving of everyday items now as there was long ago? Should there be?

Do you think saving and reusing everyday items is a good idea? Why? Why not?

What are the benefits of conserving our resources?


What are ways that families can conserve daily items of today?

What is meant by a disposable society?

Is our society too disposable minded?

What has caused us to be a disposable society?

Can you think of when conserving would not be useful?



Activities:

Create a three columned chart with the headings, daily life, history, and beliefs. Record incidents of each from the story as students brainstorm.

Grind coffee beans so students can smell the aroma.

Draw the next quilt block and write the story that is woven in it.