

# Paper Patchwork

by Barbara Beveridge

illustrated by Caroline Campbell



## Book Summary

This procedural text presents a method for constructing patchwork squares and putting them together to make a paper patchwork “quilt.”

## Features of the Book

- Nouns for one-to-one matching.
- The blends – “gl,” “sc,” “pl,” “sq,” “tr,” and “fr.”
- Mathematical language – naming shapes, identifying numbers, using measuring skills, and sequencing actions.
- Imperative verb form in the sentences.
- The high-frequency words – “with,” “Get,” “some,” “You,” and “your.”

## Purpose

*Paper Patchwork* can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** hearing the individual sounds in a word;
- S** using visual cues to monitor that reading is making sense;
- S** developing the skill of writing instructions;
- S** developing the skill of giving directions.

## Introducing the text

Look at the cover and ask:

- What do you think the girl is holding up?

Read the title and the names of the author and illustrator to the group.

- What do you think this quilt is made from?
- What are quilts usually made from?

Explain that the story tells how to measure squares and triangles and how to put them together to make a paper patchwork quilt.

## Reading the text

- S** Hearing the individual sounds in a word.
- S** Using visual cues to monitor that reading is making sense.

Title page – Look at the title page and read the text.

- What is the girl doing?
- What is she using to cut the paper?

Page 2 – Pointing to each item, ask:

- Who knows what this is?

Page 3 – Point to the ruler, pencil, and scissors.

- Why are these things shown here? (they are used to measure and cut the squares)
- How long are the sides of this square?
- Why do we need to know this?

Pages 4 and 5

- What is the girl doing?
- How many triangles is she gluing onto the square?

Pages 6 and 7

- How did she make this pattern?
- What is the big piece of paper for?
- Why are there more children in this picture?

Page 8 – Confirm the group’s predictions.

- What are the girls making?

Children now read the book independently.

## Revisiting the text

Find the word on each page that tells you what to do (“cut,” “glue,” “get,” and “make”). Make a list of other words that tell you what to do, for example, put, tell, bring, measure, mark, find, and open.


Look at the “pl” and “tr” blends. Collect words the children know that begin with these blends.

## Following Up

**S** Developing the skill of writing instructions.

**S** Developing the skill of giving directions.

- In pairs, the children could practice giving and receiving instructions. The teacher could write a short note for the children to read and then do.

 If possible, invite a member of a quilting club to come into the classroom to talk about the early American history of quilting. Follow up by writing a thank-you note and including a paper pattern of their own.

**B** Complete the blackline master opposite.