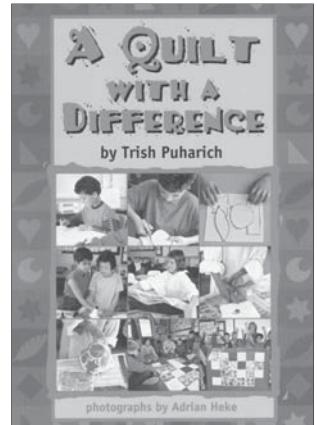


# A Quilt with a Difference

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## Book Summary

When some children plan to brighten up their school, one class decides to make a “quilt” from cardboard prints to hang on the wall. This nonfiction text takes the reader through the whole process, from concept to finished product.

## Features of the Book

- Nonfiction text features – instructional text, materials list, design brief, glossary, index
- Narrative procedure illustrated with photographs
- First-person narrative from a child’s point of view
- Illustrates printmaking techniques
- Problem solving
- Specialized vocabulary – *design brief, checklist, stencils, templates, draft*
- The link to math skills

## Purpose

*A Quilt with a Difference* can be used to introduce and reinforce the following skills:

- S** formulating questions;
- S** reading and writing procedural texts;
- S** exploring problem resolution;
- S** using charts and diagrams to record important details.

## The Guided Reading Lesson

- S** Formulating questions
- S** Reading and writing procedural texts

## Materials needed

- A copy of the text for each child and one for the teacher
- A dry-erase board or chart paper and markers
- Optional: a patchwork quilt
- Optional: a copy of the blackline master, scissors, glue, and colored pens or pencils for each child

## Introducing the text

Show the group a fabric patchwork quilt to help introduce this book.

- *What is a quilt? What is it used for? What is it made from?*
- *Have you ever seen or used a quilt?*

Point out that quilts are sometimes displayed on the wall as decoration.

Draw a K-W-L chart and label the three columns “What I know,” “What I want to know,” and “What I learned.” Write notes about what the children know on the chart.

Look at the book cover and read the title, the names of the author and photographer, and the blurb on the back together.

- *What do you think will be different about this quilt?*
- *How do you think the children could make a quilt with no cloth and thread?*

Record any questions that the children have in the second column of the chart.

## Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

### Day One

Read and discuss the contents page together and then ask the children to read chapter 1 silently.

- *Did you find any answers to our questions?*

Record what the children have learned in the third column of the chart.

- *What else would you like to find out?*

Write the questions that the children formulate in the second column of the chart.

Discuss the materials needed for the quilt. Introduce vocabulary that the children will meet in the next chapter. Tell the children to read to the end of chapter 2. Record what they now know in the third column of the chart.

### Day Two

To assist the children to follow the process described in the next two chapters, it would be helpful to make a flow chart on which you and the group record each step.

Look through chapter 3 with the children.

- *This is a complicated process. How can we be sure that we understand what they are doing?*

Ask the children to read chapters 3 and 4, stopping at each “step” box to tell you what to write on the flow chart. Go through the steps and ask the children to retell parts of the process in their own words to make sure that everyone has understood.

Tell the children to finish reading the book.

- *Do you think their quilt was a success? Why/why not?*



## Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

### S Exploring problem resolution

The children in this story faced several problems. Ask the group to identify the problems and list them on the board.

- *How did the children solve their problems?*
- *What other solutions could they have found?*

Tell the children to select one of the following problems to solve. Ask them to write the problem and their solution on paper and to share it with the group.

Problem One:

The class wants to make a wall hanging. They have a lot of cloth scraps but no thread.

Problem Two:

The teacher wants the class to use words instead of shapes in the wall hanging.

Problem Three:

There are thirty-one children in the class. How can they make the quilt an even shape?

If there is a quilt maker in your community, invite them to come along for the children to ask questions.

### S Using charts and diagrams to record important details

Ask the children if they can come up with another process for making a class wall hanging. Record the steps that they suggest on a chart, using boxes as in the book.

### B The children can complete the blackline master on page 90.