

**CODE/MOE/UOIT Makerspaces Project—Lesson Planning Template**

**School Board: Huron Superior Catholic District School Board**

**Grade(s): 5**

**Subject(s): Language & Religion—Building A Quilt**

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| **BIG IDEAS:**  **Humans are both unique and share a common human nature with each other.** In this lesson, students will create their own quilt as a class project.  **Curriculum Expectations:**  **OVERALL:**  **Language: Reading**  **2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;**  **Family Life Education**  **A2. Exploring Human Nature: demonstrate an understanding of the ways in which humans are both unique and share a common human nature with each other.**  **SPECIFIC:**  **Language: Reading**  **1.8 make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views**  **Family Life Education**  **A2.1 respond to a story about the impact of life-giving love** | |
| **Learning Goals:**  “We are learning to…”  …draw conclusions about the ideas from the story.  …understand that humans are both unique and share commonalities with each other. | **Success Criteria:**  “We will be successful when…”  …we can find both unique attributes about ourselves and something that we have in common with one or more students in our class.  …we complete a quilt of our school family. |
| **Lesson Overview:**  Students will read a story called The Patchwork Quilt written by Valerie Flournoy. In this story they build a quilt that depicts the uniqueness and similarities of each member of their family. In this lesson, students will build a quilt as they will realize that they are part of a school family. The students will celebrate both their uniqueness and similarities within our classroom unit. Each student will find a piece of fabric of their choice and they will decorate it to depict their attributes and likes (for example a team hockey logo, then they can add words or other pieces of fabric to depict attributes such as kindness, etc). This lesson will be done over several periods of a couple of weeks. It will take a lot of different prompting and activities for the students to come up with a list of their own attributes. The end goal is for the students to build squares and attach themselves to the shared gifts and talents of their fellow classmates to help build a classroom family. | |
| **Materials and Technology:**  **-**book “The Patchwork Quilt” written by Valerie Flournoy  -various materials from home and/or makerspace lab  -sewing needles  -thread  -questionnaires about students likes and personalities  -reflection notebooks for journaling  -computers | |
| **Student Accommodations/Modifications:**  **Some students will need prompting to find their own attributes.**  **Some students on IEPs may need access to their computers to record daily journals.** | **Lesson will be differentiated by:**   * **Content, specifically: n/a** * **Process, specifically:** Students will be given choice to create a piece of the quilt unique to him/herself * **Product, specifically :n/a** * **Environment, specifically:** seat students in proximity to teacher as needed |
| **MINDS ON: Getting Started** | |
| During this phase, the teacher may:  • activate students’ prior knowledge;  • engage students by posing thought-provoking questions;  • gather diagnostic and/or formative assessment data through observation and questioning;  • discuss and clarify the task(s). | During this phase, students may:  • participate in discussions;  • propose strategies;  • question the teacher and their classmates;  • make connections to and reflect on prior learning. |
| **Describe how you will introduce the learning activity to your students.**  I will read ”The Patchwork Quilt.” I will prompt the students to make connections with the characters in the story. Each character depicts a different personality. This story should create a good dialogue as we engage in a classroom discussion surrounding this story. I would then tell students how we will be creating a classroom quilt to depict our uniqueness, talents and special gifts that were given to us by God.  **What key questions will you ask?**  Which character in the story reminds you the most of yourself? Why?  What do you think your family quilt would look like?  What hidden talents do you have?  I would give the students an online version of a personality test to help students see their hidden talents and gifts. This is an extensive list of prompts to help students come up with ideas.  **How will you gather diagnostic or formative data about the students’ current levels of understanding?**  I would be able to gather data as we have classroom discussions, I would keep anecdotal notes of how students are responding to the questions.  **How will students be grouped? How will materials be distributed?**  This activity involves many stages as students will be grouped initially as part of a whole group discussion and think pair share activities to get ideas flowing. Then students will work independently as they do personality quizzes. Then students will create their own piece of the quilt in the makerspace lab. Then back to small groups to try and find where their piece of the quilt should fit into. Students will create squares of similarities with their classmates. | |
| **ACTION: Working on it** | |
| During this phase, the teacher may:  • ask probing questions;  • clarify misconceptions, as needed, by redirecting students through questioning;  • answer students’ questions (but avoid providing a solution to the problem);  • observe and assess;  • encourage students to represent their thinking concretely and/or pictorially;  • encourage students to clarify ideas and to pose questions to other students. | During this phase, students may:  • represent their thinking (using numbers, pictures, words, manipulatives, actions, etc.);  • participate actively in whole group, small group, or independent settings;  • explain their thinking to the teacher and their classmates;  • explore and develop strategies and concepts. |
| **Describe the task(s) in which your students will be engaged.**  The students will love the many parts of this activity. They will probably love the “making” part the most as they try and find materials to create their piece of the quilt.  **What misconceptions or difficulties do you think they might experience?**  I think that my students may have a difficult time trying to find exactly where their piece might go. I think that some students may be conflicted on where to place themselves on the quilt; that should prompt another classroom discussion that shows how unique and similar that we all are and that it’s ok to want to be part of different squares throughout the quilt.  **How will they demonstrate their understanding of the concept?**  They will demonstrate their understanding in many different ways throughout this project. I would like the students to keep a journal throughout the activity to read student reflections about their personal thoughts. I want an end result of a piece of fabric and/or material that demonstrates several personal attributes, gifts and talents of each student.  **How will you gather your assessment data (e.g., checklist, anecdotal records)?**  This project will be monitored through anecdotal notes as I watch students create their piece of the puzzle as well as I can monitor and assess their individual understanding in their journals. Their end piece of the quilt will be marked according to a rubric created with the students.  **What extension activities will you provide?**  We could add lights by using conductive thread and adding circuits, conductive tape, etc. | |
| **CONSOLIDATION: Reflecting and Connecting** | |
| During this phase, the teacher may:  • bring students back together to share and analyse strategies;  • encourage students to explain a variety of learning strategies;  • ask students to defend their procedures and justify their answers;  • clarify misunderstandings;  • relate strategies and solutions to similar types of problems in order to help students generalize concepts;  • summarize the discussion and emphasize key points or concepts. | During this phase, students may:  • share their findings;  • use a variety of concrete, pictorial, and numerical representations to demonstrate their understandings;  • justify and explain their thinking;  • reflect on their learning. |
| **How will you select the individual students or groups of students who are to share their work with the class (i.e., to demonstrate a variety of strategies, to show different types of representations, to illustrate a key concept)?**  All of the students’ work will be gathered together and sewn together for the final product. I would put this quilt on display on our bulletin board or just hanging in our classroom. I would call on a few students who struggled to find their hidden gifts or talents as well as one or two students who easily found these attributes.  **What key questions will you ask during the debriefing?**  What did you learn while you did this activity?  Why do you think you struggled to find your hidden gifts?  What was the most difficult part of this activity?  What is your unique gift?  What is your similarity within your square?  Why did you choose to be beside student b on the quilt? | |