



1st Grade

Unit 1: Explore My School

Essential Question #2: How do living things meet their needs at school?

Lesson Title: Classroom Community Quilt

SS Standard II, Objective 1

Implementation Time: 45 minutes

Media Resources Needed: *Patchwork Quilt* by Valerie Flournoy; *The Keeping Quilt* by Patricia Pollaco

Resources Needed: Parent volunteers (if available)

Materials Needed:

6"x 6" white drawing paper squares
Crayons
1"x 6" colored bond paper strips (for sentences)
Chart paper/ white board
Personal photographs of family, friends, pets, your house
Bottle of water
Apple (or other healthy food item)
Jacket or coat
An item of historical/cultural significance to you or your family

Procedure:

1. Read *Patchwork Quilt* and discuss.
2. Display the personal items and foodstuff on a table at the front of the room/ circle time area.
3. Activate students background knowledge about humans basic needs (love, food, shelter, interaction with others, etc.) and discuss examples of these in the book. Show them your personal artifacts and discuss how they meet your needs for love, food, etc.
3. Brainstorm and chart different types of communities in addition to the classroom/school community discussed, i.e. family, animal, city, town, state, country, church, neighborhood, club, etc. Talk about the ways different communities work



together to meet their needs (mail delivery, police, fire fighters, garbage disposal, neighborhood watch, car pools, taking care of elderly, community gardens, etc.)

4. Read *The Keeping Quilt* and talk about communities in/from different cultures and the resourceful way the quilt helps the characters meet their needs. Explain that each member of a community is like a square on a patchwork quilt – they are unique and are an important piece of the greater community.
5. Give each student a 6”x 6” square of paper (quilt square) with instructions to draw and color a picture of a community he/she is familiar with. (You may choose to assign communities from the brainstorming chart or have students choose the one they wish to illustrate.)
6. Take dictation from the children as each one describes the community he/she illustrated. Write the student’s oral communication on the pre-cut 1” x 6” sentence strips and attach them to the illustrations.
7. Put the squares and labels together on the chart to create a classroom “Community Quilt.” Glue the squares onto butcher paper or attach the quilt to a bulletin board.

Assessment:

Instruct students to find two communities on the quilt that help one another meet their needs. Have students point them out and explain to you individually or in small group instruction time.