THEME 2: Celebrating Traditions
Celebrating Traditions

Selections
1. The Keeping Quilt
2. Grandma’s Records
3. The Talking Cloth
4. Dancing Rainbows
1. My Treasure Story  
(Social Studies)

**Materials:** art paper, crayons, markers, and Graphic Organizer

**Master 1**

**DAY 1**

**Gather Details**
- Emphasize to students that their treasure need not be something that has been in the family for many generations.
- If necessary, review a cluster map. Use the graphic organizer.

**DAY 2**

Students continue to work on this project.

**DAY 3**

**Write and Draw**
Check with students on the progress of their stories.
- Tell students to list the events they will tell about. They should number them in the order they happened. They can use this list as a guide as they write.
- Review freewriting with students. Tell them that it can be helpful for exploring ideas and generating more details to include in their writing.

**English Language Learners:** Have English Language Learners write about treasures that they brought with them from their country of origin. As they write, they should explain terms, traditions, or celebrations that may not be familiar to their readers. You might wish to team them with a more proficient English-speaking student who can respond to their writing and point out unfamiliar ideas.

**DAY 4**

Students continue to work on this project.

**DAY 5**

**Share Your Story**
If time allows, students might choose more than one of the ideas for sharing their stories.
2. More from the Author

Materials: other books by Patricia Polacco

Refer students to Houghton Mifflin’s Education Place website at http://www.eduplace.com/kids to learn more about Patricia Polacco. You may wish to appoint a leader to organize the discussion group.

3. What Do You Think?

Tell students to first look at the pictures carefully without rereading the story. They should then go back and reread the story while looking at the pictures. Have students focus on how well the pictures tell the story.

Additional Independent Work

Connecting/Comparing Literature

Have students compare the Leveled Reader selection Grandpa’s Baseball Card with the anthology selection The Keeping Quilt, using what they have learned about Author’s Viewpoint. Students may discuss or write about their comparisons.

Other Activities

- Theme 2 Assignment Cards 1, 2, 3, 4
- TE p. 178, Literature Discussion
- TE p. 185, Research Skills
- TE p. 185E, Challenge Word Practice
- TE pp. R9, R17, Challenge
- Education Place: www.eduplace.com
- More activities related to The Keeping Quilt
- Accelerated Reader®, The Keeping Quilt

Expected Outcome

A good book discussion will include

✔ thoughtful contributions from each student
✔ an opinion of the books that assesses their strengths and weaknesses
✔ familiarity with Patricia Polacco’s work and ideas
✔ specific comments that are well-supported with details from the books

Expected Outcome

A good evaluation will include

✔ an overall impression of the pictures as well as a response to individual pictures
✔ evidence to support opinions

Challenge Master CH 2–2

2. More from the Author

To read and discuss other books by Patricia Polacco

✔ Take turns speaking
✔ Prepare notes on index cards. Use them during your discussion
✔ Support your ideas with details from the book

3. What Do You Think?

Look at the pictures in The Keeping Quilt again. Take notes of your ideas. Think about:

✔ What do the pictures make you feel or think about?
✔ What did they add to the story?
✔ Do you like the pictures? Why or why not?

Write a paragraph that gives your evaluation.

Selection 1: The Keeping Quilt
1. My Family Tradition

(Social Studies)

Materials: drawing paper, crayons, and markers

Challenge Master CH 2–3

Gather Details

Ask students to think about a family member they know well, such as a favorite aunt, uncle, or grandparent. Students might describe fond memories or shared activities. They may also think of someone else special to them who is not a relative. Tell students to focus on the following as they gather details:

• The role this relative or friend plays in the student’s life.
• Why the student enjoys being with this person.
• How often the two spend time together.
• A favorite activity the two share.

Write and Draw

Check with students on their progress.

• Tell students to organize their notes before they begin writing and to follow the order listed on their activity page.
• Have students identify passages or procedures that can be clarified by drawing a picture.

English Language Learners: It may be difficult to translate some terms for traditional skills. Have students use a thesaurus and dictionary and to check with classmates in order to find the necessary vocabulary.

Share Your Story

Have students choose one or more of the ideas for sharing their stories.
2. The Eyes of the Weaver

60 MINUTES SMALL GROUP

(Challenge Theme Paperback)

Materials: The Eyes of the Weaver and Graphic Organizer Master 5

Students need to read The Eyes of the Weaver prior to the activity. You may wish to appoint a leader to organize the discussion group. Instruct the leader to give everyone an opportunity to speak.

3. How Does It Compare?

60 MINUTES INDIVIDUAL

Materials: Graphic Organizer Master 7

You may wish to allow students to select another book about family traditions. Review a comparison/contrast chart. Explain that the headings on the chart should be categories of ideas.

Additional Independent Work

Connecting/Comparing Literature

Have students compare the Leveled Reader selection Miyu and the Cranes for Peace with the anthology selection Grandma's Records, using what they have learned about Categorize and Classify. Students may discuss or write about their comparisons.

Other Activities

- Challenge Theme Paperback, The Eyes of the Weaver
- Theme 2 Assignment Cards 5, 6
- TE p. 206, Literature Discussion
- TE p. 213, Traditional Clothing
- TE p. 213E, Challenge Word Practice
- TE pp. R6, R11, R17, R19, Challenge
- Education Place: www.eduplace.com
- More activities related to Grandma's Records
- Accelerated Reader®, Grandma's Records

Expected Outcome

A good book discussion will include
✓ use of the information in the main idea chart to support ideas
✓ thoughtful contributions from each student
✓ specific comments that are well-supported with details from the selection

Expected Outcome

A good comparison will include
✓ a clear organization that shows how the books are alike and different
✓ examples and details from the books to support their comparisons
1. The Adinkra Cloth Says . . .

Your Own Symbols
Tell students that they can create original symbols or they can give commonly used symbols their own personal meanings. Refer them to the selection for some definitions of symbols.

Draw and Write
Check with students on their progress. Tell students to plan the pattern for their adinkra. They can experiment by trying out different patterns on a small piece of paper before transferring their final pattern to the butcher paper.

Then tell students to organize their charts in a logical manner. They might follow this pattern:
- Explain each symbol and its meaning.
- Explain the significance of each color.

Share Your Adinkra
Have students present their adinkras to the class in the format they chose.

Expected Outcome
A good adinkra will include:
- a drawing with distinct patterns
- a chart with exact words and details
- details that give readers an understanding of the subject

Materials: butcher paper and markers

DAY 1

DAY 2

DAY 3

DAY 4

DAY 5
2. Who Are the Ashanti?  60 MINUTES  INDIVIDUAL

(Social Studies)

Materials: encyclopedia and markers (optional)

Explain to students that their questions will help them look for the exact information they want. Review the skill of taking notes with students. Tell them to write one main idea as the heading of each card. They can then list details under the heading. Before they begin to write their report, tell students to spread the cards out on a table and place them in a logical order. Then they should number the cards and use them as a guide while writing.

3. An Inch at a Time  60 MINUTES  INDIVIDUAL

Ask students to choose a time when they learned something that was both unexpected and significant. It could be something that happened at school, but should not be assigned classwork. Tell students to describe the time, place, and people involved using vivid details. You might suggest that students use a web or list to generate sensory details.

Additional Independent Work

Connecting/Comparing Literature

Have students compare the Leveled Reader selection Fly-Fishing with Grandpa with the anthology selection The Talking Cloth, using what they have learned about Noting Details. Students may discuss or write about their comparisons.

Other Activities

- Theme 2 Assignment Cards 7, 8, 9
- TE p. 228, Literature Discussion
- TE p. 233E, Challenge Word Practice
- TE pp. R13, R21, Challenge
- Education Place: www.eduplace.com
- More activities related to The Talking Cloth
- Accelerated Reader®, The Talking Cloth

Expected Outcome

An outstanding report will include
- clear organization of information
- facts, not opinions
- details that provide information on the Ashanti people
- maps or pictures that show where the Ashanti live

Expected Outcome

An outstanding description will include
- examples and sensory details that bring the description to life
- a clear explanation of what the writer learned

Challenge Master CH 2–6

2. Who Are the Ashanti?

Name:

Write a report about the Ashanti people.

Aunt Phoebe’s adinkra cloth was made by the Ashanti people. Review The Talking Cloth. Read what it says about the Ashanti. Write down questions you have about the Ashanti people.

• Do research to find answers to your questions.
• Take notes as you read. Use index cards.
• Plan your report. Number the cards in the order you will tell the information. Use your cards as you write your report.

3. An Inch at a Time

Name:

Write about a time when you “grew an inch or two inside.”

Aunt Phoebe says that Amber has “grown an inch or two, inside.” She means that Amber has learned something important. Write about a time when you grew “an inch or two inside.” Be sure to tell

• what you learned
• where and when you learned it
• who helped you learn it

TIPS

• Use specific details to describe what happened.
• Draw pictures to help tell the story.

SELECTION 3: The Talking Cloth
1. Cultural Traditions  150 MINUTES  INDIVIDUAL

(Social Studies)

Materials: encyclopedia, index cards, poster board, crayons, and markers

DAY 1

Gather Information

Brainstorm with students a list of cultures they could choose from. Tell students that when they look up a culture in an encyclopedia they should be able to find a section on traditions, crafts, and arts.

English Language Learners: Have students choose a culture that is different from their primary culture.

DAY 2

Students continue to work on this project.

DAY 3

Write It Down

Check with students on their progress. As they prepare to write, tell them to organize their writing by placing the index cards with their main ideas in a logical order. Remind them to only choose details that support the main idea.

DAY 4

Students continue to work on this project.

DAY 5

Share Your Research

Have students choose a presentation format that will clearly showcase all that they have learned.
2. Who Are the Pueblo?  
(Social Studies)  
Materials: encyclopedia, drawing paper, crayons, and markers  

Review topic, main idea, and supporting details with students. Tell them that they should use the questions to organize their research and their writing. Stress that students should have several main ideas that are supported by details. Tell them that the answers to the questions from the Pupil’s Edition could be main ideas.

3. Tell a Friend  

Remind students that they can use details from both the text and the photographs to bring the account of their visit “alive.” Tell them that everything they write should be on information from the selection. However, they should use any prior knowledge and experience to help explain the events from the story. If necessary, review the five parts of a letter: heading, greeting, body, closing, and signature.

Additional Independent Work

Connecting/Comparing Literature

Have students compare the Leveled Reader selection Drum Dancers with the anthology selection Dancing Rainbows, using what they have learned about Topic, Main Idea, and Supporting Details. Students may discuss or write about their comparisons.

Other Activities

- Theme 2 Assignment Cards 10, 11
- TE p. 254, Literature Discussion
- TE p. 259E, Challenge Word Practice
- TE pp. R15, R23, Challenge
- Education Place: www.eduplace.com
- More activities related to Dancing Rainbows
- Accelerated Reader®, Dancing Rainbows
- Challenge Master CH 2–8

Expected Outcome

A good report will include:
- a logical organization
- details that support each main idea
- map or picture that illustrates something about the Pueblo

Expected Outcome

A good letter will include:
- many interesting details
- events organized in logical order
- proper letter format