

Here's What You'll Get in the Under the Quilt of Night Super Pack

3 Comprehension Strategy Lesson Plans and Practice Pages

Asking Questions Lesson Plan

Asking Questions

Under the Quilt of Night
By: Deborah Hopkinson
Grade Level: 3 / Guided Reading Level: N

1

Get Ready To Read

- ✓ Learn about the book
- ✓ Get your brain ready to read
- ✓ Understand the meaning of important words found in the book

Summary

Under the Quilt of Night is the story of nameless slaves told in the form of poetry. It is the story of slaves who escape their master using the Underground Railroad. The story takes place right before the Civil War. As you read, you will follow the dangerous journey of a large group of escaping slaves. You will learn how slaves crossed rivers, hid in the woods during the day, found their way to safe houses where people gave them food and shelter, and how they finally made their way to Canada and freedom.

Link to What You Know

- What do you know about slavery?
- What do you know about the Underground Railroad?
- What does it mean to be free?
- Can you think of a time when you were not free to do something that you wanted to do? How did it feel?

Important Words to Know and Understand

Reeds - A tall perennial grass with hollow stems and broad leaves.

2

Learn About Comprehension Strategies

- ✓ Think about the text you read
- ✓ Know what to do

Why Readers Ask Questions While Reading

Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about and where or when the story takes place.

It's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.

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Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Asking Questions Lesson Plan

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Ask Questions While Reading

- ✓ Try asking questions that begin with "I wonder..." or "Why..."
- ✓ Decide whether or not your questions

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 6 - What are you wondering at this point in the story? How will your question help you to better understand the book?

Page 14 - What are you wondering about the other colors on the quilt? How do the characters know what the colors mean? How do the slaves and the free people know to use the quilt to communicate with each other?

Page 20 - What are you wondering now? Is your question about the characters, the problem, or the words in the book?

Page 30 - What did you find most confusing about the slaves? What do you think about the idea of the Underground Railroad? Do you have any more questions? If so, what is your question?

4

Notice the Work You Did While Reading

- ✓ Think
- ✓ Reflect
- ✓ Write

Time to Reflect

Think - When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy *Under the Quilt of Night*?

Talk - Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect - Think about the questioning work you did while reading *Under the Quilt of Night*. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Under the Quilt of Night*. (Remember to include examples from the book!)

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Synthesizing

Under the Quilt of Night
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Understanding Text Structure

Under the Quilt of Night
By: Deborah Hopkinson
Grade Level: 3 / Guided Reading Level: N

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Answer Key for Asking Questions with Under the Quilt of Night

Your Turn to Practice Asking Questions with Under the Quilt of Night

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Answer Key for Understanding Text Structure with Under the Quilt of Night

Your Turn to Practice Understanding Text Structure with Under the Quilt of Night

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Answer Key for Synthesizing with Under the Quilt of Night

Your Turn to Practice Synthesizing with Under the Quilt of Night

Page 6: What are you wondering at this point in the story? How will your question help you to better understand the book?

Page 14: What are you wondering about the other colors on the quilt? How do the characters know what the colors mean? How do the slaves and the free people know to use the quilt to communicate with each other?

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

“I Can” Statement

Common Core Free Option

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Under the Quilt of Night: Synthesizing

How did the girl's feeling of hope change from the beginning to the end of the book? Which events in the middle got in the way of her feelings of hope?

☐ I can ask and answer questions to show that I understand the stories that I am reading. CCSS: RI.3.1

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Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

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Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

3 Comprehension Strategy Graphic Organizers

Asking Questions

Title: _____

Question Sentence Starters	Why didn't I...?	How does...?
I wonder...	Why didn't I...?	How does...?
I am confused about...	I am confused about...	I am not sure why...

Question	Answer

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Asking Questions

Understanding Text Structure

Title: _____

Text Structure	When the Text Structure was Used	How the Text Structure helped me

Text Structures You Used to Write Readings	Sequence	Pattern and Solution	Cause and Effect

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Understanding Text Structure

Synthesizing

Title: _____

All I feel like thinking...	My new thinking...	I used to think...

My new thinking...	How I understand...	After thinking about...

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Synthesizing

Vocabulary Connections Resources

Vocabulary Connections

Under the Quill of Night
by: Deborah Hopkinson
Grade Level: 3 / Guided Reading Level: N

Important Words to Know and Understand in "Under the Quill of Night"

Master
The owner of slaves; One who has control over others

Overseer
One who keeps watch over slaves and supervises them as they work

Reeds
A tall perennial grass with hollow stems and broad leaves





Underground Railroad
A network of secret routes and safe houses for slaves who wanted to escape the south and find freedom in the north

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in Under the Quilt of Night Word List

Vocabulary Connections

Under the Quill of Night
By: Deborah Hopkinson
Grade Level: 3 / Guided Reading Level: H

<p style="font-size: 24px; text-align: center;">Master</p> 	<p style="font-size: 24px; text-align: center;">Overseer</p> 	<p style="font-size: 24px; text-align: center;">Reeds</p> 
<p style="font-size: 24px; text-align: center;">Underground Railroad</p> 		

1. Read the book.

2. Read or hear the story line.

3. Draw, write or illustrate the story of each Character.

Picture Vocabulary Sorting Cards | ©BookPagez.com

Word and Picture Sorting Cards

Vocabulary Connections		
<p>Under the Quilt of Night</p> <p>By: Deborah Hopkinson</p> <p>Grade Level: 3 / Guided Reading Level: H</p>		
<p>Master</p> <p>The owner of slaves; One who has control over others</p>	<p>Overseer</p> <p>One who keeps watch over slaves and supervises them as they work</p>	<p>Reeds</p> <p>A tall perennial grass with hollow stems and broad leaves</p>
<p>Underground Railroad</p> <p>A network of secret routes and safe houses for slaves who wanted to escape the south and find freedom in the north</p>		

Word and Definition Sorting Cards

Vocabulary Connections

Under the Quill of Night
 by Deborah Hoggan
 Grade Level: 3 / Guided Reading Level: N

Ill of the Night
 Grade Level: 3 / Guided Reading Level: N

Master is a/an
noun verb
adverb adjective

Definition of Master:

Overseer is a/an
noun verb
adverb adjective

Definition of Overseer:

Reeds are a/an
noun verb
adverb adjective

Definition of Reeds:

Master looks
like this:

Overseer looks
like this:

Reeds look
like this:

Master reminds
me of:

Overseer reminds
me of:

Reeds remind
me of:

I saw this word in

I saw this word in

I saw this word in

Interactive Vocabulary Notebook Cards | [@BookPage.com](https://www.ck12.org/under-the-quill-of-night-deborah-hoggan/interactive-vocabulary-notebook-cards/)

Interactive Vocabulary Notebook Cards

Word Games

with Words from Under the Quilt of Night!

Directions: Read each clue below. Choose the correct vocabulary word and write the letter in the puzzle. Remember to write one letter per square.

Word Games

for the Quilt of Night

Choose the correct vocabulary word. Remember to write one letter per square.

Horizontal

2. A person who supervises others
4. A man who has people working for him

Vertical

1. A network of secret routes
3. Several tall, grass-like plants of wetlands; reeds

Word Bank

MASTER
OVERSEER
REEDS
UNDERGROUND RAILROAD

Name: _____

©BookPages.com

Word Bank


MASTER
OVERSEER
REEDS
UNDERGROUND RAILROAD

Word Games and Answer Key

Vocabulary Connections

Under the Quilt of Night


By Deborah Hopkinson



A new word that I learned in this book is:

I like it.....

I mean.....



Name: _____

By Step Directions

- Read the story.
- Read the vocabulary words.
- Read your vocabulary cards to your notebook or to a friend.

Under the Quilt of Night

By Deborah Hopkinson

Grade Level: 3 / Guided Reading Level: H

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | 800ahpages.com

Vocabulary Word Extension Activities

[illegible]

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional
Focus Based on
the Words in
the Book

Word Work
Under the Quilt of Night
By: Deborah Hopkinson
Grade Level: 3 / Guided Reading Level: N

Instructional Focus:
Prepositions / Prepositional Phrases

Background:
A preposition is a word that is used coupled with a noun or a pronoun.

Examples:

Prepositions
in
over
before
along
beyond
to
out
by
outside
against
near

Materials and Preparation:

- A Copy of *Under the Quilt of Night*
- Chart Paper
- Two sets of Giant Preposition Cards
- Place the Prepositions Practice Page
- Lined writing paper
- Pencils
- Optional - Word Detective

Word Work
Under the Quilt of Night
By: Deborah Hopkinson
Grade Level: 3 / Guided Reading Level: N

Step 1: Introduce the Focus of Word Work

Sample Anchor Chart

PREPOSITION	PREPOSITIONAL PHRASE
from	from the crowd
into	into the crowd
around	around the block
on	on the roof
below	below the line
across	across the street
through	through the hole

Introduce Prepositions / Prepositional Phrases

- Write some examples of prepositions on chart paper, blackboard or Smart Board (examples: across, under, at, to, below, in, out).
- Tell students that the words you've written are prepositions.
- Explain that a preposition is a word that is used to show direction, location, or time. When coupled with a noun or a pronoun, it becomes a prepositional phrase.
- Tell students that we use prepositions in phrases to tell where specific nouns are in the physical world.
- Prompt students to tell where different items are in the classroom. (Example prompt: Tell me where the clock is located. Example answer: The clock is above the lockers.)
- Allow students to ask questions. Write the prepositional phrases that the class creates on the anchor chart.

Step 2: Connect Word Work to Reading

Prepositions / Prepositional Phrases in the Text

- Tell the students that the book they will be reading today has lots of examples of prepositions and prepositional phrases.
- Show them the cover of *Under the Quilt of Night*.
- Ask the students to listen carefully and look at the words while you read. Instruct them to raise their hands when they hear a preposition.
- After reading the cover, ask the students to identify the prepositions and prepositional phrases they hear. Add the words to the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for prepositions.
- Remind students to be polite and not to interrupt while you read.
- Read *Under the Quilt of Night*.

Examples of Prepositions and Prepositional Phrases found in the Text:

• under	• under the quilt
• of	• of the night
• on	• on the path
• from	• from the team
• in	• in the bushes
• to	• to track me
• over	• over my shoulder
• down	• down my neck
• across	• across the sky

Word Work Lesson Plan | ©BookPages.com

Step by Step Lesson Plan

List of words in the book that
match the instructional focus

Word Work
Under the Quilt of Night
By: Deborah Hopkinson
Grade Level: 3 / Guided Reading Level: N

Step 3: Guided Word Work Practice

Interactive Exploration

- Explain to students that they will be playing a game called Giant Preposition Pairs.
- Duplicate two each of the full-page prepositions, so that there are 12 pairs altogether (included with this lesson).
- Have students arrange their desks in a grid pattern (4 rows of 6 desks each).
- Randomly arrange each of the 24 papers face down on the desks.
- Students can work in teams, with one student acting as the captain.
- Each team takes a turn where one student turns over a card, and the next student on the same team turns over another card, trying to make a match.
- If a match is made, the team should brainstorm a sentence using the preposition correctly, and the captain should share it with the class. The teacher should determine the accuracy of the sentence.
- When the team accomplishes this they may "keep" the cards.
- If a match is not made when the two cards are turned over, the cards are replaced, and the other team gets a chance to turn over two cards.
- This process continues until all of the pairs of prepositions have been found.
- The team with the most pairs of cards wins.
- Shuffle the cards, replace on the desks and play as many times as desired.
- The more students play the game, the better they should be able to recognize various prepositions.

Step 4: Independent Word Work Practice

Practice Page

- Duplicate one copy of **Place the Preposition Practice Page** for each student.
- Have the students choose the appropriate preposition below the boxes to write under each picture.
- To extend the activity, have students number a lined piece of paper from one to nine. Have the students write a sentence about the picture using the preposition. For example: The puppy is inside the box. Have them underline the prepositional phrase after they have finished writing each sentence.

Word Work Lesson Plan | ©BookPages.com

Interactive Activities

Independent
Practice Page

Extension Activity

Word Detective: Prepositions and Prepositional Phrases
Extension Activity

Directions:
Be a word detective!
Be on the lookout for prepositions and prepositional phrases while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.










Word	Book Title	Page	Sentence

Name: _____

Word Work: Extension Activity | ©BookPages.com

Place the Preposition
Word Work Practice Page

Directions:
Study the pictures. Choose a preposition from the list below and write it under the correct corresponding picture.

Prepositions
around behind between
inside on through
over up under

Name: _____

Independent Word Work Practice | ©BookPages.com

Assessments

Running Record				
Title: Under the Quilt of Night		Guided Reading Text Level: N	Word Count: 100	
Name: _____		Date: _____		
Accuracy Rate: (# of words correct/100 words) _____				
Error Rate: (# of incorrect words/100 words) _____				
Self-Correction Rate: (# of words self-corrected/100 words) _____				
Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____				
Easy 95 %- 100% Accuracy		Instructional 90 %- 94% Accuracy		Hard 50 %- 89% Accuracy
E = Error SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				
Page		E	SC	INFORMATION USED E MSV SC MSV
1	I'm young but my legs are strong. I can run.			
3	I run so fast, I lead the way; the ones I love race behind. Pounding dirt and grass, jumping rocks and roots, my feet make drumbeats on the path. I'm running far away from the farm Where the masters worked us.			
Tested By: _____ ©BookPagez.com				

Running Record Assessment

Under the Quilt of Night CCSS Assessment		Name: _____
		Score: / 9
Directions: Use what you know about <i>Under the Quilt of Night</i> to answer each of the following questions.		
1. What is the girl and her family running from in the middle of the night?		
<input type="radio"/> A They are running away because they don't want to work anymore.		
<input type="radio"/> B They are running from some wild animals in the forest.		
<input type="radio"/> C They got in trouble and now don't want to get caught.		
<input type="radio"/> D They are running to escape their "master" and slavery.		
2. The author wants us to know about the secret Underground Railroad. Which of these was not a way the Underground Railroad was kept secret?		
<input type="radio"/> A The people only moved at night.		
<input type="radio"/> B They went through the woods with b		
<input type="radio"/> C A special quilt was hung outside to s		
<input type="radio"/> D There was a secret password.		
3. What would happen if runaway slaves were caught?		
<input type="radio"/> A They could be beaten, sold, or worse.		
<input type="radio"/> B They would have to see a judge and		
<input type="radio"/> C They would be put in jail for 30 days.		
<input type="radio"/> D They would be taken back to their tr		
4. What does the Underground Railroad refer to?		
<input type="radio"/> A It was a train underground that peo		
<input type="radio"/> B It was a train that only ran at night.		
<input type="radio"/> C It was a connected group of people		
<input type="radio"/> D It was a train used to take slaves bac		
5. Based on the story she's told, what is the author's point of view on slavery in the 1850's? (RI.3.6)		
<input type="radio"/> A The author doesn't have an opinion. She just presented facts.		
<input checked="" type="radio"/> B She thinks slavery was wrong, and is happy people were able to escape to freedom.		
<input type="radio"/> C She thinks running away and escaping is a bad decision.		
<input type="radio"/> D The author's point of view is that not enough people helped slaves escape.		
6. Most of the illustrations are showing the family during the dark nights of their journey. How does that relate to the text? (RI.3.7)		
<input type="radio"/> A The illustrator likes painting night pictures.		
<input type="radio"/> B They had to travel at night, because it was too hot during the day.		
<input type="radio"/> C The little girl was afraid of the dark, but she had to face her fear.		
<input checked="" type="radio"/> D The text is about a dark, scary time, and the runaways could only travel in the dark.		
7. How is this text written so you can better understand what the family went through? (RI.3.8)		
<input type="radio"/> A It is written so we can compare and contrast slavery to freedom.		
<input type="radio"/> B It is written as a description of slavery, so we can connect to the girl and her family.		
<input checked="" type="radio"/> C It is told as a story, with the events in sequential order, like we were there with them.		
<input type="radio"/> D It is written to explain the causes of slavery, and why runaways were chased.		
8. During the time of the Underground Railroad, what was the difference between most quilts and the quilts in safe homes that hid runaways? (RI.3.9)		
<input checked="" type="radio"/> A Most quilts had red center squares, but safe homes had dark blue center squares.		
<input type="radio"/> B Most quilts were inside, but safe homes put them outside.		
<input type="radio"/> C They both were made of many squares of fabric put together.		
<input type="radio"/> D Most quilts were large, but safe home quilts were very small.		
9. Which text feature could the author have included to help you understand the story better? (RI.3.10)		
<input type="radio"/> A A map of a farm that kept slaves		
<input checked="" type="radio"/> B A map of the escape route and of the known safe houses		
<input type="radio"/> C A table of contents to keep track of the chapters		
<input type="radio"/> D Captions to help explain the illustrations and diagrams		
CCSS Assessment 3rd Grade Reading Standards for Information BookPagez.com		

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)

Answer Key

Extension Activity

Name: _____ Date: _____		
Directions: In the book <i>Under the Quilt of Night</i> , there are a lot of words that you may not use everyday. In each square of the quilt below, use your own words to write a definition for each word. Then decorate the squares to make a colorful quilt.		
Slavery	Free	Underground Railroad
Master	Brave	Escape
Courage	Fairness	Trust
Extension Activity ©BookPages.com		

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
Under the Quilt of Night Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Under the Quilt of Night" correlate with the following English Language Arts Common Core State Standards for third grade.
Asking Questions Lesson Plan and Resources
Reading: Informational Text RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.10 - By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
Reading: Foundational Skills RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.
Writing W.3.3 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Speaking & Listening SL.3.1c - Ask and answer questions to check understanding of information presented, stay on topic, and give their comments to the remarks of others. SL.3.1d - Explain their own ideas and understanding in the light of the discussion. SL.3.2 - Determine the main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Language L.3.4 - Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
Under the Quilt of Night CCSS Alignment ©BookPages.com

Common Core State Standards Correlation
Under the Quilt of Night Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Under the Quilt of Night" correlate with the following English Language Arts Common Core State Standards for third grade.
Understanding Text Structure Lesson Plan and Resources
Reading: Informational Text RI.3.5 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.7 - Use information gathered from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur). RI.3.8 - Describe the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/last/continued in a sequence). RI.3.10 - By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
Reading: Foundational Skills RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.
Writing W.3.3 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Speaking & Listening SL.3.1d - Explain their own ideas and understanding in the light of the discussion. SL.3.2 - Determine the main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Language L.3.4 - Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
Under the Quilt of Night CCSS Alignment ©BookPages.com

Common Core State Standards Correlation
Under the Quilt of Night Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Under the Quilt of Night" correlate with the following English Language Arts Common Core State Standards for third grade.
Synthesizing Lesson Plan and Resources
Reading: Informational Text RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.8 - Describe the relationships between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.5 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.7 - Use information gathered from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur). RI.3.8 - Describe the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/last/continued in a sequence). RI.3.10 - By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
Reading: Foundational Skills RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.
Writing W.3.3 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Speaking & Listening SL.3.1c - Ask and answer questions to check understanding of information presented, stay on topic, and give their comments to the remarks of others. SL.3.1d - Explain their own ideas and understanding in the light of the discussion. SL.3.2 - Determine the main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Under the Quilt of Night CCSS Alignment ©BookPages.com

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
Under the Quilt of Night Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Under the Quilt of Night" correlate with the following English Language Arts Common Core State Standards for third grade.
Vocabulary Lesson Plan and Resources
Language L.3.4a - Use sentence-level context as a clue to the meaning of a word or phrase. L.3.4b - Identify real-life connections between words and their use (e.g., identify people who are friendly or helpful). L.3.4 - Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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Common Core State Standards Correlation
Under the Quilt of Night Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Under the Quilt of Night" correlate with the following English Language Arts Common Core State Standards for third grade.
Word Work Lesson Plan and Resources
Reading: Foundational Skills RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.
Under the Quilt of Night CCSS Alignment ©BookPages.com

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Under the Quilt of Night Super Pack

3 Comprehension Strategy Practice Pages

Asking Questions Practice Page

Tu turno para Hacer preguntas
con Under the Quilt of Night (Bajo el edredón de la noche)

Página6:
¿Qué te preguntas en este momento de la historia?

¿Cómo te ayudará tu pregunta a comprender mejor el libro?

Página14:
¿Qué te preguntas sobre los otros colores en el edredón?

¿Cómo saben los personajes lo que significan los colores?

¿Cómo saben los esclavos y las personas libres que usan el edredón para comunicarse entre sí?

Nombre: _____

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Page by Page Guided Questions

Sample answers written in Spanish

Answer Key

Hacer preguntas
con Under the Quilt of Night (Bajo el edredón de la noche)

Página20:
¿Qué te preguntas ahora?
Las respuestas varían. Podrían incluir: Me pregunto sobre los personajes.
¿Cuántos esclavos usaron el ferrocarril subterráneo?

¿Es su pregunta sobre los personajes, el problema o las palabras en el libro?
Las respuestas varían. Podrían incluir: ¿Dónde están los padres de la niña? ¿Ella tiene hermanos o hermanas? ¿Cuántas otras personas se quedaron en el mismo lugar antes?

Página30:
¿Qué te pareció más confuso de los esclavos?
Las respuestas varían. Podrían incluir: Me resulta confuso que las personas sean propietarias de otras personas.

¿Qué opinas sobre la idea del ferrocarril subterráneo?
Las respuestas varían. Podrían incluir: Estoy confundido acerca de por qué tienen que escabullirse y no pueden irse. Creo que el ferrocarril subterráneo es bueno porque ayuda a los esclavos.

¿Tienes alguna otra pregunta? Si es así, ¿cuál es tu pregunta?
Las respuestas varían.

Nombre: _____

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Entender la estructura del texto
con Under the Quilt of Night (Bajo el edredón de la noche)

Página8:
¿Cómo usa Las respuestas varían. buscan más?

¿Qué palabras usa el autor para describir a la niña?
Las respuestas varían. "temblorosa"

Página14:
Aquí el autor describe a la niña. ¿Qué palabras usa el autor para describir a la niña y cómo se siente?
Las respuestas varían.

Página20:
Aquí el autor describe a la niña y a los otros que la precedieron. ¿Cómo te ayuda esto a entender lo que estás leyendo?
Las respuestas varían. han venido a su viaje

Nombre: _____

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Understanding Text Structure

Sintetizar
con Under the Quilt of Night (Bajo el edredón de la noche)

Página16:
¿Qué sabes de la chica ahora? Las respuestas varían. está nerviosa. Ella

Página20:
¿Qué has aprendido hasta ahora sobre cómo se comunican los esclavos y las personas libres?
Las respuestas varían. libres se comunican

Página30:
¿Cómo cambia el personaje desde el principio hasta el final de la historia?
Las respuestas varían. esperanzadora, triste, historia, ella es valiente

¿Qué crees que realmente quiere decir cuando dice: "Saltaré cada valla en mi camino"? Las respuestas varían. cada valla en mi camino será libre y que no

Nombre: _____

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Synthesizing

Writing About Reading with Optional CCSS Alignment

“I Can” Statement written in Spanish

Under the Quilt of Night (Bajo el edredón de la noche): Sintetizar

¿Cómo cambió el sentimiento de esperanza de la niña desde el principio hasta el final del libro? ¿Qué eventos en el medio se interpusieron en el camino de sus sentimientos de esperanza?

☐ Puedo hacer y responder preguntas para demostrar que entiendo las historias que estoy leyendo. CCSS: RI.3.1

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Under the Quilt of Night (Bajo el edredón de la noche): Sintetizar

¿Cómo cambió el sentimiento de esperanza de la niña desde el principio hasta el final del libro? ¿Qué eventos en el medio se interpusieron en el camino de sus sentimientos de esperanza?

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Reading Response Prompts for Each Comprehension Strategy Lesson Plan

Under the Quilt of Night (Bajo el edredón de la noche): Sintetizar

¿Cómo cambió el sentimiento de esperanza de la niña desde el principio hasta el final del libro? ¿Qué eventos en el medio se interpusieron en el camino de sus sentimientos de esperanza?

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3 Comprehension Strategy Graphic Organizers

Hacer preguntas
Título: _____

Muestrales para empezar una oración

Quiero saber... ¿Por qué no...? ¿Cómo...? ¿Qué...?

Me confunde cuando... Estoy curioso por saber... No estoy seguro por qué...

Pregunta	Respuesta

Instrucciones:
1. Comenzar cada pregunta.
2. Copiar cuidadosamente en las líneas de puntos.
3. Pegar o enganchar en tu cuaderno del lector.

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Asking Questions

Entender la estructura del texto
Título: _____

Estructura del texto	Dónde los voy a encontrar	Cómo la estructura del texto me ayuda
Página: _____		
Página: _____		
Página: _____		
Página: _____		
Página: _____		

Identifica: ¿qué puedes ver mientras lees?

Desarrollo	Reacción	Conclusión y reflexión	Conexión y efecto

Instrucciones:
1. Comenzar cada pregunta.
2. Copiar cuidadosamente en las líneas de puntos.
3. Pegar o enganchar en tu cuaderno del lector.

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Understanding Text Structure

Sintetizar
Título: _____

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Para ahora pienso...
		Porque...

Instrucciones:
1. Comenzar cada pregunta.
2. Copiar cuidadosamente en las líneas de puntos.
3. Pegar o enganchar en tu cuaderno del lector.








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






Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:
En el libro *Bajo el edredón de la noche*, hay muchas palabras que no puedes usar todos los días. En cada cuadrado del edredón a continuación, use sus propias palabras para escribir una definición para cada palabra. Luego decora los cuadrados para hacer un edredón colorido.



Esclavitud 	Libre 	Ferrocarril subterráneo 
Maestro 	Valiente 	Escapar 
Valor 	Justicia 	Confianza 

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