



## MINNA'S PATCHWORK COAT by Lauren A. Mills

### FOCUS ON COMMON CORE ANCHOR STANDARDS

Every book can meet most if not all Common Core State Standards. However, we have found that some books address certain standards with particular strength. These activities seek to make the connections between a given text and the Common Core College and Career Readiness Anchor Standards—leaning on this text's literary strengths. Teachers can find specific ELA standards for their grade within each Anchor Standard at [corestandards.org](http://corestandards.org).

#### CCRA.R.1 & CCRA.SL.4

This Reading standard asks students to refer to details and examples in a text, and the Speaking/Listening standard addresses telling stories orally. Have students work in small groups to choose one of the stories Minna is told while her coat is sewn: Clyde's story (p. 171), Souci's story (p. 193), or Shane's story (p. 200). Ask groups to write a brief retelling of the character's story. Then groups can tell the story aloud to the rest of the class or act out the story dramatically.

#### CCRA.R.2

This standard asks students to determine central messages of a text. *Minna's Patchwork Coat* has several important messages that are stated clearly by characters:

"People only need people, and nothin' else." (p. 9)

"Askin' and thankin' is how everything works." (p. 43)

"We might all be different patterns and colors on the outside, but really on the inside we all have the same warm stuffing." (p. 265)

Have students work in pairs or small groups to choose one of these messages and write it in an organizer like the one below. Then ask them to write two or three examples from the text that support the message. Finally, students can write a brief explanation in their own words of what they think the message statement means.

Central message:

Example from text:

Meaning of statement:

#### CCRA.R.3 & CCRA.SL.4

This Reading standard addresses character interaction and development, and the Speaking/Listening standard asks students to present information and supporting evidence. Several characters in *Minna's Patchwork Coat* change and develop over time. Have students work with partners to choose one character whose development they can trace over the course of the story. Possibilities include Lester, Souci, Lottie,

or Clyde. Using the chart below, partners can show how the character changes by noting evidence from the text that illustrates the character's traits and behavior in the story's beginning, middle, and end. Students can share their character development charts with the class, explaining how the evidence they chose illustrates the character's changes over time.

Character Name:		
Character Description	Story Beginning	Evidence
Character Description	Story Middle	Evidence
Character Description	Story End	Evidence

## CCRA.R.5

With this Reading standard, students analyze the structure of texts, including the differences between prose and poetry. *Minna's Patchwork Coat* contains numerous examples of songs and poems through the text. Have students work in groups to choose one of the poems or songs on p. 62-63, p. 103-104, p. 154, or p. 266-267 and copy it on a separate piece of paper. Then ask them to locate these elements in the song or poem: rhyming words, stanzas or verses, and choruses. (Not all the songs or poems will have all elements.) When students have located the poetic elements, groups can practice reading their poem or song aloud and then perform it for the class in a choral reading.

## CCRA.R.7 & CCRA.SL.5

These standards ask students to analyze visual elements in a text and to include visual displays in presentations. The illustrations in *Minna's Patchwork Coat* complement the text, showing clearly what happens in the story. Have students work in pairs to choose one illustration from the story. Ask them to show the illustration to the class and explain how the illustration reflects and clarifies the events and the characters' feelings. Illustrations on pages 137 and 162 are especially detailed in their depiction of characters' emotions.

## CCRA.L.5

This Language standard requires that students demonstrate understanding of figurative language. The author includes a number of idioms, or expressions whose meanings can't be defined by defining the words in them, throughout the novel. Have students copy the chart below, locate each idiom listed, and write an explanation of the meaning of the idiom.

Page number	Idiom	Meaning
1	cabin fever	
31	put on airs	
159	hand-me-downs	
210	bad seed	