# The Discovery Quilt

# Purpose

The Discovery Quilt activity can provide formative and summative assessment. This activity:

1. Can be used to introduce a topic and to determine student knowledge before beginning a lesson and
2. Allows students to ask questions or express what they do not know about a topic, and
3. Helps them formalize what they have learned while allowing the teacher to conduct summative assessment.

**Materials needed**

Markers

Tape

Butcher paper or chart paper (at least 24” x 32”)

Meter stick

Colored index cards (or construction paper squares in a variety of light colors or colorful sticky notes)

**Procedure**

1. At the beginning of a lesson, have the students work in groups to brainstorm what they know about the selected topic.
2. Give each group of students three colorful cards. On each card, they should write down one thing they “know” about the topic. (If they are wrong, do not correct them at this point. That will come at the end of the lesson.)
3. Have the groups work together to come up with three questions about the topic.
4. Those questions should be written on a white index card.
5. Tape each completed index card to a large piece of butcher paper in a patchwork quilt fashion.
6. At this point, there are various options:
7. Use the questions and observations they made on the Discovery Quilt as a starting point for a class discussion or lesson.
8. Ask the students which questions are testable and let them choose one that they would like to investigate.
9. Ask how they might gain more information about these questions.
10. At the end of the lesson, ask students to choose a white card that is on their

 quilt and have them answer the question. This process helps students

 formalize what they have learned and also allows the teacher to monitor their

 progress. They may also need to go back and correct some of the colorful

 cards that have incorrect information on them.

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**Other Options:**

This activity could be implemented at the *end* of a lesson to find out what the students have learned and where they still need help. This information could be helpful during the re-teaching or reviewing session before a test.

Modified by Amy Wood and Cathy Box. 2001. *A GEMS Festival Guide* Written by Susan Brady and Carolyn Willard