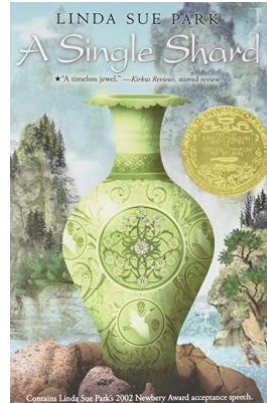


# A Single Shard



|            |                                                                                                                                                                            |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ISBN-13    | 978-0-547-53426-8                                                                                                                                                          |
| ISBN-10    | 0-547-53426-4                                                                                                                                                              |
| Author     | Linda Sue Park                                                                                                                                                             |
| Publisher  | Houghton Mifflin                                                                                                                                                           |
| Copyright  | 2001                                                                                                                                                                       |
| Print Year | 2011                                                                                                                                                                       |
| Lexile     | 920L                                                                                                                                                                       |
| Genre      | Historic fiction                                                                                                                                                           |
| Synopsis   | Tree-ear is a thirteen-year-old homeless orphan who wants to learn the art of creating Goryeo Celadon. He works hard and endures difficulties to make his dream come true. |
| Themes     | Resilience, Asia-Pacific Region, Middle Ages                                                                                                                               |

# Character-Based Literacy Program 40-Minute Lesson Plan

## *A Single Shard, Day 1*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5

Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

---



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

#### What is Goryeo Celadon?

Celadon is the main type of ceramics created during the Goryeo dynasty (918–1392) in Korea. The gray-green hue that is characteristic of Celadon originates from the presence of iron in the clay. Some potters produced plain celadon, whereas others decorated it with colorful images. The Celadon's color and the glaze was made possible by the technological advancement of the kiln. In the 12th Century, major celadon industries existed near the southwestern coast of the Korean peninsula, especially in the Buan and Gangjin regions especially.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

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|             |            |             |              |          |
|-------------|------------|-------------|--------------|----------|
| hoisted (4) | urchin (4) | dignity (6) | scholars (7) | arid (9) |
|-------------|------------|-------------|--------------|----------|

## READ

**Review** the timeline from the beginning every day.

---

**Read** the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

Look at the front and back cover, then make predictions about what you will be reading over the course of this unit.

### Read Chapter 1 (pp. 3–13)

| Setting                                 | Characters                  | Pages |
|-----------------------------------------|-----------------------------|-------|
| Village rubbish heaps; under the bridge | Tree-ear, Crane-man, farmer | 3–9   |
| Min's house                             | Tree-ear, Min               | 10–13 |

## RESPOND

**Timeline** Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

---

Students might mention:

- Tree-ear gets to pick up the rice spilled from the farmer's bag.
- Tree-ear watches Min work on a new pot.

## EXPLORE

**Analyze** the key paragraph.

---

### Key Paragraph, p. 6

“Following Crane-man's advice was not always easy for Tree-ear. Today, for example. Was it stealing, to wait as Tree-ear had for more rice to fall before alerting the man that his rice bag was leaking? Did a good deed balance a bad one? Tree-ear often pondered this kind of questions, alone or in discussion with Crane-man.”

## EXTEND

**Write** a short product based on today's prompt to connect to the unit theme.

---

Tree-ear's doubts about the morality of his actions are called “moral uncertainty.” Moral uncertainty happens when it is difficult to know what the morally right thing to do is. For example, we do not know whether it is morally better, to be honest or to be kind. Write 2–3 paragraphs about a situation you have encountered in life, in which you have experience moral uncertainty.

**Close** by extending today's lesson to life and the world.

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## Character-Based Literacy Program 40-Minute Lesson Plan *A Single Shard*, Day 2



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5

Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

---



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

### What Characterizes the Celadon Kiln Sites?

Although the government controlled the location and set up of the brick-made kilns – primarily to ensure shipment of the products of the celadon industry – local artists had to find raw materials on their own. Artists and assistants were responsible for maintaining the kilns and filling them with firewood.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

---

|                 |               |           |                   |               |
|-----------------|---------------|-----------|-------------------|---------------|
| emboldened (14) | derision (18) | kiln (19) | precariously (20) | disarray (21) |
|-----------------|---------------|-----------|-------------------|---------------|

### READ

**Review** the timeline from the beginning every day.

---

**Read** the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

Look at the front and back cover, then make predictions about what you will be reading over the course of this unit.

**Read the Chapter 2 (pp. 14–24)**

| Setting          | Characters          | Pages |
|------------------|---------------------|-------|
| Min's house      | Tree-ear, Min       | 14–20 |
| The woods        | Tree-ear            | 20–22 |
| Under the bridge | Tree-ear, Crane-man | 22–24 |

**RESPOND**

**Timeline** Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

---

Students might mention:

- Min catches Tree-ear at his house and sees that Tree-ear has damaged one of his pots.
- Tree-ear agrees to work for Min for nine days to pay for the damaged pot.
- Filling the cart with wood was a more difficult task than Tree-ear has anticipated.
- Crane-man treated Tree-ear's wounded hand.

**EXPLORE**

**Analyze** the key paragraph.

---

**Key Paragraph, p. 18**

"The potter waved one hand to cut off the boy's words and spoke with derision. "Turn the wheel! Ha! He thinks he can sit and make a pot—just like that!"

**EXTEND**

**Write** a short product based on today's prompt to connect to the unit theme.

---

Min did not demand payment for the damaged pot. However, Tree-ear insisted on paying him back with his labor. Once he learned the difficulty of the job, he still insisted on paying back the potter. Write two paragraphs about the core character values that Tree-ear has demonstrated in his insistence to compensate the potter.

**Close** by extending today's lesson to life and the world.

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# Character-Based Literacy Program 40-Minute Lesson Plan

## *A Single Shard, Day 3*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5

Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

---



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

#### Where is Clay Found?

Clay soil can be naturally found next to creeks, river banks, lakes, ponds, and other bodies of water in several countries across the world. During the summer, when a creek dries up, people can find clay deposits. People who are not familiar with natural clay, will need to test whether the soil is sand, mud, or clay.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

---

|               |            |                |              |               |
|---------------|------------|----------------|--------------|---------------|
| diligent (27) | rifle (28) | insolence (30) | parched (30) | trundled (31) |
|---------------|------------|----------------|--------------|---------------|

## READ

**Review** the timeline from the beginning every day.

---

**Read** the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

Look at the front and back cover, then make predictions about what you will be reading over the course of this unit.

### Read the Chapter 3 (pp. 25–37)

| Setting          | Characters                | Pages |
|------------------|---------------------------|-------|
| Min's house      | Tree-ear, Min             | 25–26 |
| Under the bridge | Tree-ear, Crane-man       | 27    |
| The woods        | Tree-ear                  | 27–28 |
| Min's house      | Tree-ear, Min, Min's wife | 29–31 |
| Clay pit         | Tree-ear                  | 31–33 |
| Min's house      | Tree-ear, Min, Min's wife | 33–34 |
| Under the bridge | Tree-ear, Crane-man       | 35–37 |

## RESPOND

**Timeline** Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

---

Students might mention:

- Tree-ear continues to work for Min after he finishes to pay his debt.
- Tree-ear learns how to dig clay at the clay pit.
- Crane-man loses his crutch in his attempt to catch fish for dinner.

## EXPLORE

**Analyze** the key paragraph.

---

### Key Paragraph, p. 34

"Tree-ear picked up the chopsticks and stared for a moment. Of one thing he was certain: The feast-day banquets in the palace of the king could never better the modest meal before him, for he had earned it!"

## EXTEND

**Write** a short product based on today's prompt to connect to the unit theme.

---

Crane-man offered to chop wood for Tree-ear even though clearly this kind of work would risk his only good leg. One two-paragraphs about the friendship between Crane-man and Tree-ear. Link the paragraphs to the unit's theme, Kindness Requires Empathy, and discuss how kindness is at the center of their friendship.

**Close** by extending today's lesson to life and the world.

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# Character-Based Literacy Program 40-Minute Lesson Plan

## A Single Shard, Day 4



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5

Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

---



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

#### What is Celadon color?

Celadon is a shade of green, which some may compare to the color of the sea waves, while others may think about shades of light green and mint with gray undertones. The color has been integrated into the work of interior designers to create a calm and soothing atmosphere.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

---

|                  |                 |              |            |              |
|------------------|-----------------|--------------|------------|--------------|
| unobtrusive (41) | felicitous (41) | tedious (41) | sieve (42) | aptness (45) |
|------------------|-----------------|--------------|------------|--------------|

## READ

**Review** the timeline from the beginning every day.

---

**Read** the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

Look at the front and back cover, then make predictions about what you will be reading over the course of this unit.

**Read the Chapter 4 (pp. 38–48)**

| Setting                                 | Characters           | Pages |
|-----------------------------------------|----------------------|-------|
| Min's house                             | Tree-ear, Min's wife | 38–42 |
| A clear running stream near Min's house | Tree-ear, Min        | 42–44 |
| The village                             | Tree-ear             | 44–48 |

## RESPOND

**Timeline** Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

---

Students might mention:

- Tree-ear shares the food he receives with Crane-man.
- Tree-ear becomes more skillful in harvesting and draining the clay.
- Tree-ear learns about his master from gossip at the village.

## EXPLORE

**Analyze** the key paragraph.

---

**Key Paragraph, p. 47**

“That late summer Tree-ear and Crane-man always had enough to eat, for the half-empty dinner bowl never failed to become a brimful supper bowl. Tree-ear had once been tempted to eat all of the food at midday, knowing in his heart that the bowl would be refilled. But the very thought had frightened him. How quickly one became greedy! And he knew without asking that Crane-man would disapprove. Taking advantage of the kindness of another, he might say.”

## EXTEND

**Write** a short product based on today's prompt to connect to the unit theme.

---

Tree-ear searched for ways to thank Min's wife for her kindness. He did chores around the house to express his gratitude. Write two paragraphs about why it is important to *express* gratitude – not just *feel* gratitude.

**Close** by extending today's lesson to life and the world.

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## Character-Based Literacy Program 40-Minute Lesson Plan *A Single Shard*, Day 5



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5

Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

---



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

### Who Were the Buddhist Monks in Medieval Korea?

During the Korean Middle Ages, Buddhism was Korea's state religion. Monks were trained scholars. During the Goryeo dynasty, youth who aspired to become monks had to take entrance examinations which were based on sacred texts. As part of their work in temples and monasteries, monks pursued knowledge and maintained archives of books and texts.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

---

|                |                  |            |              |               |
|----------------|------------------|------------|--------------|---------------|
| vigilance (50) | translucent (51) | glean (53) | arduous (53) | ruefully (54) |
|----------------|------------------|------------|--------------|---------------|

## READ

**Review** the timeline from the beginning every day.

---

**Read** the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

### Read Chapter 5 (pp. 49–59)

| Setting                           | Characters                | Pages |
|-----------------------------------|---------------------------|-------|
| Kiln site                         | Tree-ear, Kang            | 49–51 |
| Min's house                       | Tree-ear, Min             | 51–52 |
| Rice fields; Under the bridge     | Tree-ear, Crane-man       | 53–54 |
| Dugout on the edge of the village | Tree-ear, Crane-man       | 54–55 |
| Min's house                       | Tree-ear, Min, Min's wife | 56–57 |
| Under the bridge                  | Tree-ear, Crane-man       | 57–58 |
| Kang's house                      | Tree-ear, Kang            | 58–59 |

## RESPOND

**Timeline** Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

---

Students might mention:

- Winter has come, and Tree-ear and Crane-man need to relocate to a dugout on the edge of the village.
- Min's wife gives Tree-ear winter clothes, and Tree-ear shares the clothes with Crane-man.
- Tree-ear spies on Kang, curious about his secrecy around his work.

## EXPLORE

**Analyze** the key paragraph.

---

### Key Paragraph, p. 57

"Was it wrong to give away a gift that had only just been given him? It was a gift, he argued with himself, which meant that it was now his to do with as he pleased—to wear, or to give away. He thought of Min's wife, and decided it would not displease her if he chose to give the jacket to his friend."

## EXTEND

**Write** a short product based on today's prompt to connect to the unit theme.

---

Tree-ear decided it was prudent to collect rice from the fields even though he was tired and could only carry out this task early in the morning or in the evening. Write two paragraphs about prudence and being prepared for an unforeseen future. What value did Tree-ear show in his work? Why is it important?

**Close** by extending today's lesson to life and the world.

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## Character-Based Literacy Program 40-Minute Lesson Plan *A Single Shard*, Day 6



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5

Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

---



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

#### What is the Traditional Korean Calendar?

Tree-ear refers to “next moon” or several “moons.” Why does he mean by “moons?” The Korean traditional calendar follows the phases of the moon to determine months and dates. The lunar calendar was the official calendar in Korea until the end of the 19<sup>th</sup> century. The Korean New Year is the first day of the first month of the lunar calendar. It usually falls at the end of January or beginning of February.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

---

|              |               |                |                      |                   |
|--------------|---------------|----------------|----------------------|-------------------|
| spurned (60) | emissary (61) | impending (65) | surreptitiously (65) | commiserated (72) |
|--------------|---------------|----------------|----------------------|-------------------|

## READ

**Review** the timeline from the beginning every day.

---

**Read** the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

### Read Chapter 6 (pp. 60–72)

| Setting                                    | Characters                                                  | Pages |
|--------------------------------------------|-------------------------------------------------------------|-------|
| The wine shop                              | Tree-ear, villagers                                         | 60–61 |
| Dugout                                     | Tree-ear, Crane-man                                         | 62–64 |
| The area between the beach and the village | Tree-ear, potters' assistants, Min, Kang, Emissary Kim, Yee | 65–72 |

## RESPOND

**Timeline** Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

---

Students might mention:

- Tree-ear hides to watch Kang's work and observes a new technique he is developing.
- An emissary comes to the village to identify talent among the village potters.
- Tree-ear sets up a display of Min's pottery.
- Emissary Kim shows interest in Kang and Kim's work.

## EXPLORE

**Analyze** the key paragraph.

---

### Key Paragraph, p. 64

"If a man is keeping an idea to himself, and that idea is taken by stealth or trickery—I say it is stealing. But once a man has revealed his idea to others, it is no longer his alone. It belongs to the world."

## EXTEND

**Write** a short product based on today's prompt to connect to the unit theme.

---

Tree-ear wanted to tell Min about Kang's new work. However, he followed his friend's ethical advice. Did he do the right thing? Define and write one or two paragraphs about industrial espionage and why it is unethical.

**Close** by extending today's lesson to life and the world.

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# Character-Based Literacy Program 40-Minute Lesson Plan

## *A Single Shard, Day 7*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5

Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

---



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

#### What is Perfectionism?

Perfectionism is a personality trait that characterizes people who strive for flawless results that meet extremely high standards. Perfectionists evaluate their work overly critically. They might be too rigid in using harsh criticism of their performance by failing to differentiate between situations that call for higher standards and situations that call for lower standards.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

---

|                |                |                |                 |               |
|----------------|----------------|----------------|-----------------|---------------|
| irritable (73) | harangued (73) | deceptive (80) | fiendishly (82) | suffused (85) |
|----------------|----------------|----------------|-----------------|---------------|

## READ

**Review** the timeline from the beginning every day.

---

**Read** the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

### Read Chapter 7 (pp. 73–86)

| Setting                                | Characters           | Pages |
|----------------------------------------|----------------------|-------|
| Min's house; river; clay draining site | Tree-ear, Min        | 73–77 |
| The communal kiln                      | Tree-ear, Min        | 78–81 |
| Dugout                                 | Tree-ear, Crane-man  | 81–84 |
| Min's house                            | Tree-ear, Min's wife | 85–86 |

## RESPOND

**Timeline** Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

---

Students might mention:

- Min and Tree-ear work hard to prepare five vases for the emissary.
- Crane-man tells Tree-ear the story of why he never joined the monks after losing his house and family.
- Min breaks all the vases he has made for the emissary.

## EXPLORE

**Analyze** the key paragraph.

---

### Key Paragraph, p. 77

"Tree-ear exulted silently over his master's work. He could hardly wait to see the pieces after they were fired. Surely, the emissary would see that min's work could both honor tradition and welcome the new in a way that was worthy of commission."

## EXTEND

**Write** a short product based on today's prompt to connect to the unit theme.

---

Tree-ear wanted Min to succeed and get a commission. Why was this opportunity important to him? Write 1–2 paragraphs about Tree-ear's ambition as well as the relationship he has developed with the potter and his wife.

**Close** by extending today's lesson to life and the world.

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## Character-Based Literacy Program 40-Minute Lesson Plan *A Single Shard*, Day 8



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5

Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

---



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

#### Where is Songdo?

Songdo's name was inspired by the pine-covered mountains surrounding the city. In the middle ages, Songdo was the capital city of the Goryeo empire and the location of the palaces of the kings. Today, the city is named Kaesong. After the Korean war, the city changed hands from South Korea to North Korea. Located in the southern region of North Korea, it includes a business district that has joint ventures of South Korea and North Korea.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

---

|              |           |                 |               |             |
|--------------|-----------|-----------------|---------------|-------------|
| noxious (88) | veil (88) | tumultuous (89) | faltered (91) | perils (92) |
|--------------|-----------|-----------------|---------------|-------------|

## READ

**Review** the timeline from the beginning every day.

---

**Read** the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

### Read Chapter 8 (pp. 87–95)

| Setting          | Characters                                                       | Pages |
|------------------|------------------------------------------------------------------|-------|
| Min's house      | Tree-ear, Min, Emissary Kim, government official Yee, Min's wife | 87–91 |
| Under the bridge | Tree-ear, Crane-man                                              | 91–94 |
| Min's house      | Tree-ear, Min                                                    | 94–95 |

## RESPOND

**Timeline** Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

---

Students might mention:

- Min is invited by Emissary Kim to bring his newest work to be considered for commission at the royal court in Songdo.
- Tree-ear volunteers to go on a journey to Songdo; it is his way of thanking Min's wife for her kindness.
- Min tells Tree-ear that he will never teach him to make a pot because he is not his son.

## EXPLORE

**Analyze** the key paragraph.

---

### Key Paragraph, p. 93

"Your mind knows that you are going to Songdo. But you must not tell your body. It must think one hill, one valley, one day at a time. In that way, your spirit will not grow weary before you have even begun to walk."

## EXTEND

**Write** a short product based on today's prompt to connect to the unit theme.

---

Tree-ear wants to re-pay Min's wife for her kindness by taking on a dangerous journey that may make her husband successful. However, he will be leaving Crane-man behind. Is he making the right choice? Write 1–2 paragraphs about the pros and cons of Tree-ear's decision.

**Close** by extending today's lesson to life and the world.

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## Character-Based Literacy Program 40-Minute Lesson Plan *A Single Shard*, Day 9



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5

Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

---



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

### What Were the Social Classes in the Goryeo Society?

In the Goryeo empire, people who qualified for audience with the king – typically owners of large estates, had the upper socio-economic status in society. Below them, were three additional levels of social class in the following order: peasants, artisans, and merchants.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

---

|             |                |                  |             |                     |
|-------------|----------------|------------------|-------------|---------------------|
| superb (99) | endeavor (100) | scavenging (101) | cargo (104) | progressively (106) |
|-------------|----------------|------------------|-------------|---------------------|

## READ

**Review** the timeline from the beginning every day.

---

**Read** the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

### Read Chapter 9 (pp. 96–107)

| Setting          | Characters                           | Pages   |
|------------------|--------------------------------------|---------|
| Under the bridge | Tree-ear, Crane-man                  | 96–97   |
| Min's house      | Tree-ear, Min                        | 98–102  |
| Under the bridge | Tree-ear, Crane-man                  | 102–104 |
| Min's house      | Tree-ear, Crane-man, Min, Min's wife | 104–105 |
| Under the bridge | Tree-ear, Crane-man                  | 105–107 |

## RESPOND

**Timeline** Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

---

Students might mention:

- Min hires Crane-man to make a straw container for carrying the vases.
- Min's wife offers a job to Crane-man.
- Tree-ear discovers he enjoys molding and makes a little monkey for Crane-man.

## EXPLORE

**Analyze** the key paragraph.

---

### Key Paragraph, p. 107

"I would tell you this. Of all the problems you may meet on your journey, it will be people who are the greatest danger. But it will also be people to whom you must turn if ever you are in need of aid."

## EXTEND

**Write** a short product based on today's prompt to connect to the unit theme.

---

Tree-ear found a way of creating with clay that did not involve using the wheel. How did this discovery give him a sense of joy and freedom? Write 1–2 paragraphs about the importance of creating art for Tree-ear.

**Close** by extending today's lesson to life and the world.

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## Character-Based Literacy Program 40-Minute Lesson Plan *A Single Shard*, Day 10



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5

Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

---



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

### What Shapes of Ceramics Did Potters Create in Twelfth-Century Korea?

The most common celadon created by potters were vases, jugs, and bowls. Of the vases, the most popular shape is the *maebyeong* – a tall vase that rises from a narrow base to an elegant and shoulder. Some of these vases featured Chrysanthemum flower (a popular plant of the daisy family) inlay design with the flower petals in red and white colors. Also, potters produced carved animal figures, pitchers in the form of mythical creatures, incense burners, and roof tiles.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

---

|             |                |                   |                |                  |
|-------------|----------------|-------------------|----------------|------------------|
| eaves (108) | luscious (109) | trepidation (109) | Steadier (118) | Impeccable (119) |
|-------------|----------------|-------------------|----------------|------------------|

## READ

**Review** the timeline from the beginning every day.

---

**Read** the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

### Read Chapter 10 (pp. 108–119)

| Setting                        | Characters                                    | Pages   |
|--------------------------------|-----------------------------------------------|---------|
| Korean villages; mountain path | Tree-ear                                      | 108–115 |
| City of Puyo                   | Tree-ear, Crane-man (flashback), onggi seller | 115–119 |

## RESPOND

**Timeline** Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

---

Students might mention:

- Tree-ear is appreciative of the warm hospitality of Korean villagers.
- Tree-ear encounters a fox at night.
- Tree-ear finds celadon wine bowls similar to Kang's design in the city of Puyo.

## EXPLORE

**Analyze** the key paragraph.

---

### Key Paragraph, p. 117

"The villages along Tree-ear's route thus far were much like Ch'ulp'o. They were not seaside villages, and they were inhabited by farmers rather than potters, but they had the same feel as Ch'ulp'o: small thatched houses gathered in clusters along a single main road, the grand home of a government official set apart from the rest, a temple somewhere nearby, people working hard for a meager living. Everyone had been kind and respectful, going about their business as he went about his."

## EXTEND

**Write** a short product based on today's prompt to connect to the unit theme.

---

Tree-ear would not survive his long journey if it weren't for the kindness and hospitality of villagers. Write two paragraphs about the value of a culture of kindness in society. How can such a cultural norm promote safety and prosperity?

**Close** by extending today's lesson to life and the world.

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# Character-Based Literacy Program 40-Minute Lesson Plan

## *A Single Shard*, Day 11



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5

Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

---



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

#### What is a Hero's Journey?

A hero's journey is a common theme in myths and legends around the world and throughout human history. The hero is often an unassuming character who chooses to embark on a difficult journey to an unfamiliar place. The courage to take on the journey to the unknown represents the ability of the hero to take control over one's life rather than be a victim who succumbs to life's many challenges. During the journey, the hero faces tests of strength and character. Also, the hero receives kind help from other characters and/or supernatural powers. The hero may have a mentor who provides advice and guidance. At the end of the journey, the hero is more self-aware of one's inner strength and resilience.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

---

|               |            |               |                |             |
|---------------|------------|---------------|----------------|-------------|
| incline (120) | leer (122) | descent (127) | heedless (127) | shard (129) |
|---------------|------------|---------------|----------------|-------------|

## READ

**Review** the timeline from the beginning every day.

---

**Read** the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

### Read Chapter 11 (pp. 120–130)

| Setting                     | Characters        | Pages   |
|-----------------------------|-------------------|---------|
| The Rock of Falling Flowers | Tree-ear, bandits | 120–130 |

## RESPOND

**Timeline** Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

---

Students might mention:

- Tree-ear encounters bandits at the Rock of Falling Flowers.
- The bandits rob Tree-ear's money and break the two vases.
- Tree-ear decides to continue to Songdo with a single shard.

## EXPLORE

**Analyze** the key paragraph.

---

### Key Paragraph, p. 129

"Suddenly, Tree-ear raised his head. He stood up and squared his shoulders, still clutching the piece of pottery. He laid the shard carefully on a flat stone. He took the clay turtle from his waist pouch and squeezed it back into a ball. Next he rolled the clay between his palms until it formed a long snake. Picking up the shard again, he pinched the snake all the way around the sharp edge to protect it."

## EXTEND

**Write** a short product based on today's prompt to connect to the unit theme.

---

Tree-ear was ashamed of his failure. Was the robbery his fault? Write one or two paragraphs arguing whether or not losing the vases was Tree-ear's fault and whether his decision to go on with his journey was the right decision.

**Close** by extending today's lesson to life and the world.

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## Character-Based Literacy Program 40-Minute Lesson Plan *A Single Shard*, Day 12



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5

Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

---



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

### What is the Difference between Medieval and Modern Celadons?

At the time of the Goryeo empire, it was impossible to keep celadons clean within the kilns. Some potters tried to keep the celadon vase off the floor of the kiln, by placing it on pebbles or shells. However, these pieces would leave marks on the pot. Also, because of the crude tools, celadon pots tended to have a less vibrant and uniform glaze color; they were less symmetrical in their shapes; and, potters used less detail in the inlay designs. Differences in quality of celadon vases varied significantly depending on the level of expertise of the craftsman. Most potters did not leave their mark on the vases. Their work was recognized by the reputation of the artist. Today, potters use sterile kilns to make celadons and they glaze the bottom of the celadons. They leave their unique mark or signature on the pot.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

---

|            |                 |             |                   |                 |
|------------|-----------------|-------------|-------------------|-----------------|
| blur (131) | dignified (133) | quell (134) | incredulous (136) | chastened (136) |
|------------|-----------------|-------------|-------------------|-----------------|

## READ

**Review** the timeline from the beginning every day.

---

**Read** the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

### Read Chapter 12 (pp. 131–139)

| Setting        | Characters             | Pages   |
|----------------|------------------------|---------|
| Road to Songdo | Tree-ear               | 131–132 |
| The palace     | Tree-ear, Emissary Kim | 133–139 |

## RESPOND

**Timeline** Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

---

Students might mention:

- Tree-ear arrives at Songdo after a difficult journey on foot.
- The guard and other officials attempt to send Tree-ear away.
- Emissary Kim praises craftsmanship demonstrated by the shard and assigns a commission to Min.

## EXPLORE

**Analyze** the key paragraph.

---

### Key Paragraph, p. 139

“Concentrating on the answer to the emissary’s question helped steady Tree-ear. “I think ten. Not fewer, but not many more...” He looked up and spoke with quiet pride. “My master works slowly.”

## EXTEND

**Write** a short product based on today's prompt to connect to the unit theme.

---

In modern times, speed is highly admired. Manufacturers that cannot meet tight deadlines lose their commission. Did Emissary Kim do the right thing assigning a commission without demanding a delivery schedule? What did the emissary enable by his commission? Write one or two paragraphs about the nature of royal commissions and how it affected the quality of art and craftsmanship.

**Close** by extending today's lesson to life and the world.

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## Character-Based Literacy Program 40-Minute Lesson Plan *A Single Shard*, Day 13



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5

Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### PREPARE

**Background** Gather background knowledge about a place, time, event, person, or thing.

---



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

#### What is the Thousand Cranes Vase?

The "Thousand Crane Vase" is believed to be made during the late 12<sup>th</sup> century or early 13<sup>th</sup> century. Its height is 16.24 inches, and it was preserved as part of the art collection of Chun Hyung-pi. A photo of the vase is available on p. 178 of a report called, [The Korean Government Exhibition](#), by Alan Priest. See a photo also on the [Celadon Facts](#) webpage. It is recognized as a Korean national treasure and is on display at the Kangsong Art Museum in Seoul.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

---

|               |               |                 |                    |                 |
|---------------|---------------|-----------------|--------------------|-----------------|
| subdued (142) | jostled (142) | inscribed (144) | recollection (145) | dignified (148) |
|---------------|---------------|-----------------|--------------------|-----------------|

## READ

**Review** the timeline from the beginning every day.

---

**Read** the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

### Read Chapter 13 (pp. 140–148)

| Setting           | Characters                | Pages   |
|-------------------|---------------------------|---------|
| Sailboat          | Tree-ear                  | 140     |
| Min's house       | Tree-ear, Min's wife      | 141     |
| The draining site | Tree-ear, Min             | 141–144 |
| The stream        | Tree-ear                  | 144–145 |
| Min's house       | Tree-ear, Min, Min's wife | 146–148 |

## RESPOND

**Timeline** Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

---

Students might mention:

- Tree-ear informs Min that he got the commission.
- Min tells Tree-ear that his friend, Crane-man has died.
- Min and his wife invite Tree-ear to stay with them as a son.

## EXPLORE

**Analyze** the key paragraph.

---

### Key Paragraph, p. 148

"How long would it be before he had skill enough to create a design worthy of such a vase? *One hill, one valley*

...One day at a time, he would journey through the years until he came upon the perfect design."

## EXTEND

**Write** a short product based on today's prompt to connect to the unit theme.

---

The kindness of other people helped Tree-ear find strength in himself and show his courage, resilience, social responsibility, and work-ethics. Write a concluding paragraph that discusses how being kind to others enables them to be at their best.

**Close** by extending today's lesson to life and the world.

---

## Character-Based Literacy Program *A Single Shard*, Final Writing Assignment



### Write an Argumentative Essay

Your final writing product will argue that kindness is the foundation for a good life and a flourishing society.

The essay will discuss the characteristics of the kindness as a virtue – how it is displayed and under what circumstances it can change people’s life.

Begin your essay with a well-defined thesis statement or the key idea you will discuss and support with examples. Use the paragraphs you have written about the book, *A Single Shard*, to provide examples and supportive arguments. The essay should be concise – avoid repetition and redundancy in statements.

Use the following checklist to evaluate your work:

- The essay begins with a clear argument.
- The essay provides examples to clarify the reasoning.
- The essay includes good transition words and phrases (see below).
- The essay thoughtfully presents counterarguments, such as challenges to implementing the idea.
- There is a topic in each paragraph.
- There is a logical progression from one paragraph to the next.
- The essay ends with a strong conclusion.

Create a timeline to organize your writing schedule:

| What                                 | When |
|--------------------------------------|------|
| Create a thesis statement            |      |
| Create an outline                    |      |
| Collect and organize ideas and facts |      |
| Write an introduction paragraph      |      |
| Write the body paragraphs            |      |
| Write a conclusion paragraph         |      |
| Evaluate and edit                    |      |
| Submit a rough draft                 |      |
| Revise based on feedback             |      |
| Submit a final draft                 |      |