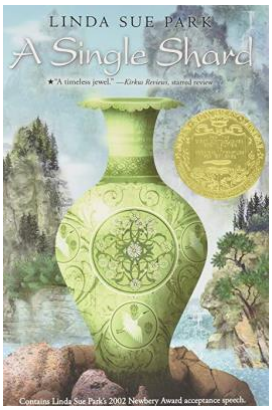
A Single Shard



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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

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Character-Based Literacy Program 60-Minute Lesson Plan
A Single Shard, Day 1

Outcomes for Today

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.

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

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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.

Map Add to ongoing class activities like a KWL chart or map.

Find a map of Asia. Find South Korea and North Korea. Divide a sheet of paper into three vertical parts. In the middle, sketch a map that shows North Korea, South Korea, China, and Japan. Write the names of the seas near South Korea and North Korea. Leave the other parts of the page blank. You will add notes in those sections as you continue reading the book.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why does Tree-ear live under the bridge?
2. Was Tree-ear's decision to wait a little longer before speaking to the farmer ethical?

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.

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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 60-Minute Lesson Plan
A Single Shard, Day 2

Outcomes for Today

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.

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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.

Map Add to ongoing class activities like a KWL chart or map.

Divide the sides of the page into ten parts each, like this:

In each box, you will add a note about the setting. Today, conduct research on the climate in South Korea. Add information about the climate in the first box (top left).

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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What kind of work was Tree-ear hoping to do?
2. Why was collecting wood for the kiln fire such a difficult task?

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 60-Minute Lesson Plan
A Single Shard, Day 3

Outcomes for Today

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)

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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, Crean-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.

Map Add to ongoing class activities like a KWL chart or map.

Conduct research on wildlife in South Korea. Add information about the wildlife in the second box.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why did Tree-ear want to work for the potter?
2. Why did Min agree to let the boy continue working for him?

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!"

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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 60-Minute Lesson Plan
A Single Shard, Day 4

Outcomes for Today

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)

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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.

Map Add to ongoing class activities like a KWL chart or map.

Conduct research on agriculture and cuisine in South Korea. Add information about Korean food in the third box.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. What have you learned in this chapter about Min's wife?
2. What has Tree-ear learned from villagers' gossip about Min?

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

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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 60-Minute Lesson Plan
A Single Shard, Day 5

Outcomes for Today

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)

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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.

Map Add to ongoing class activities like a KWL chart or map.

Conduct research on the history of Korean pottery. Add information about Korean pottery in the fourth box.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why was Tree-ear worried about the winter season?
2. Did Tree-ear do the right thing when he gave Min's wife's gift – her son's jacket – to Crane-man?

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,

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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 60-Minute Lesson Plan
A Single Shard, Day 6

Outcomes for Today

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 19th 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)

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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.

Map Add to ongoing class activities like a KWL chart or map.

Conduct research on Korean architecture. Add information about one or more architecture practices, such as Hanok architecture style, in the fifth box.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What are the differences between Min's pottery and Kang's pottery?
2. How did the potters in the village behave after the visit of the emissary?

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.

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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 60-Minute Lesson Plan
A Single Shard, Day 7

Outcomes for Today

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)

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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.

Map Add to ongoing class activities like a KWL chart or map.

Conduct research on Korean culture. Add information about one or more traditions related to family, women, or village life.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What new skill has Tree-ear acquired as part of his work for Min?
2. Why did Min destroy the vases?

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.

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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 60-Minute Lesson Plan
A Single Shard, Day 8

Outcomes for Today

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)

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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.

Map Add to ongoing class activities like a KWL chart or map.

Conduct research on words in Korean. In Box 7, write at least three words and their meaning.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How does Tree-ear feel about the journey to Songdo?
2. How did Tree-ear feel when Min's wife told him to call her Ajima?
3. What advice did Crane-man give Tree-ear?

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.

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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 60-Minute Lesson Plan
A Single Shard, Day 9

Outcomes for Today

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)

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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.

Map Add to ongoing class activities like a KWL chart or map.

Watch the video, Geography Now! SOUTH KOREA**.** In Box 8, write at least two facts about South Korea's physical geography.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How will Tree-ear carry the vases and protect them from breaking?
2. How did Tree-ear make Crane-man laugh?
3. Why did Tree-ear make a toy monkey for his friend?

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.

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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 60-Minute Lesson Plan
A Single Shard, Day 10

Outcomes for Today

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)

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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.

Map Add to ongoing class activities like a KWL chart or map.

Research information about the "Three Kingdoms Period" – a time that preceded the Goryeo Empire. During that time, Korea was divided into three different kingdoms, Silla, Goguryeo, and Baekje. In Box 9, write at least two facts about the three kingdoms or their unification.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What enables Tree-ear to travel safely?
2. Why was Tree-ear afraid of the fox?
3. What did Tree-ear see in Puyo that encouraged him to speed up his journey to Songdo?

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

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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 60-Minute Lesson Plan
A Single Shard, Day 11

Outcomes for Today

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)

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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.

Map Add to ongoing class activities like a KWL chart or map.

Tree-ear is currently at the Nakhwaam Rock (The Rock of the Falling Flowers) located in Buyeo County in South Chungcheong Province, South Korea. He needs to arrive at Songdo (Modern times Kaesong in North Korea). In Box 10, estimate the distance in miles that Tree-ear should travel.

Share your completed map with other students. Compare the information each student has chosen to include.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What did the bandits want?
2. What thoughts or attitudes made Tree-ear decide to continue with his journey?

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

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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 60-Minute Lesson Plan
A Single Shard, Day 12

Outcomes for Today

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)

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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.

Map Add to ongoing class activities like a KWL chart or map.

Some of the sites the Tree-ear may have seen are recognized today as world heritage sites. Review the information about Historic Monuments and Sites in Kaesong (formerly, Songdo) at https://whc.unesco.org/en/list/1278/

Note the importance of The United Nations Educational, Scientific and Cultural Organization (UNESCO) work to identify and protect cultural and natural heritage around the world. Reflect, how do books such as A Single Shard contribute to people's awareness of the value of world heritage sites?

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What aspects of Tree-ear's verbal and non-verbal communication enabled him to get what he wanted – an appointment with Emissary Kim?
2. Why did Emissary Kim award Min a commission?

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."

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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 60-Minute Lesson Plan
A Single Shard, Day 13

Outcomes for Today

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 12th century or early 13th 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)

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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.

Map Add to ongoing class activities like a KWL chart or map.

To end this unit, you will create a map not of places but emotions. Use the emotional states in the box to select the words that express the experiences of Tree-ear. Write the emotion words under the respective chapter names in the worksheet.

amazed angry afraid anxious ashamed baffled
betrayed confused curious depressed determined
devastated discouraged dismayed eager
ecstatic elated encouraged fascinated foolish
fortunate free frustrated furious giddy grateful
grieving guilty happy hollow hopeful
inadequate insecure lonely lost loving
optimistic relaxed nervous numb proud sad
safe scared shocked tormented uncertain upset

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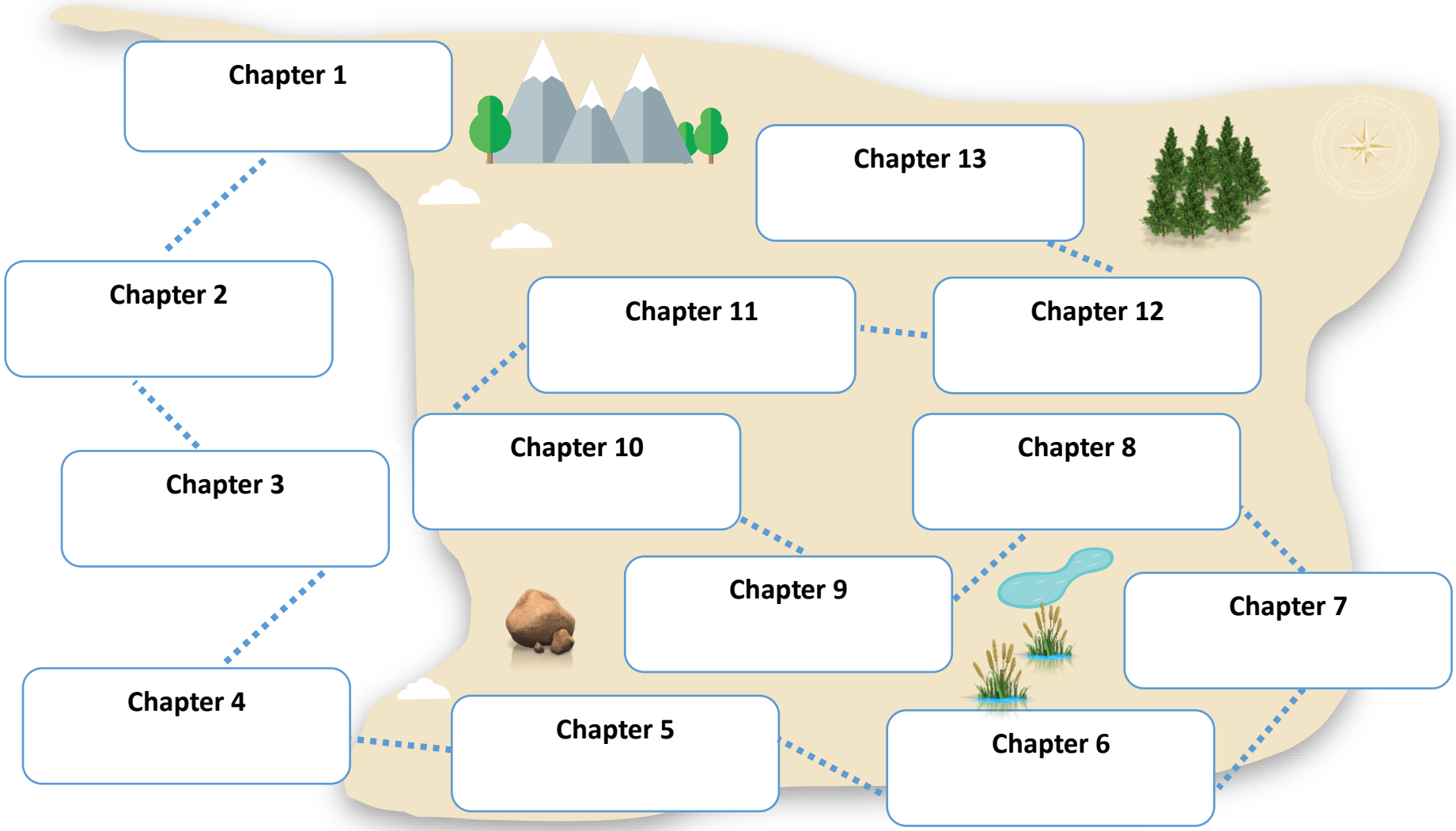
A SINGLE SHARD: EMOTIONS MAP



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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Describe Min's reaction to the news that Tree-ear brought with him. Why did he respond this way?
2. In your opinion, how will Tree-Ear's life be like in future years?

Optional: Read the Author's notes. List at least one fact included in the Author's notes that deepen your understanding of the characters, plot, or setting.

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.

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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	

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