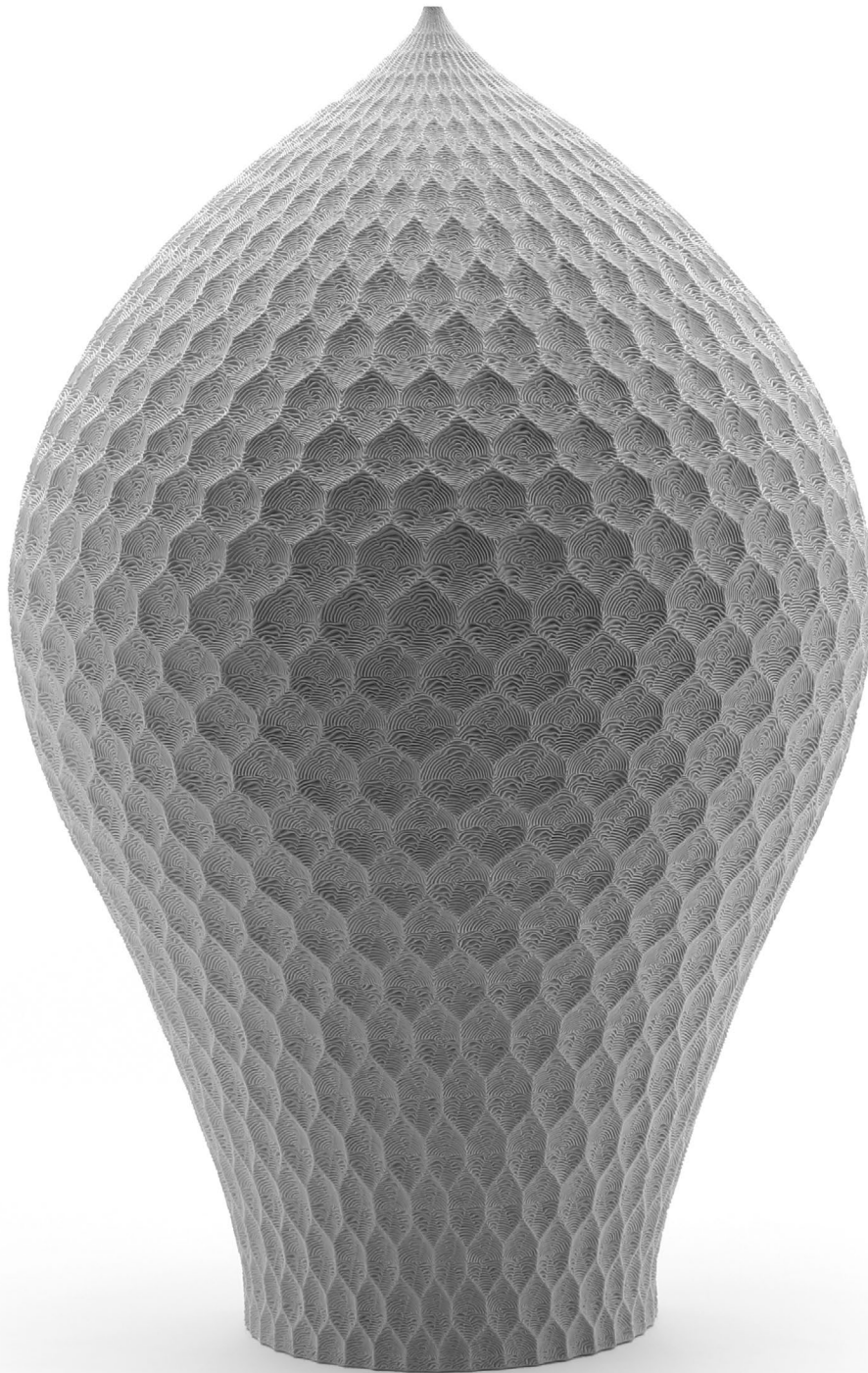


6

PROLOGUE

Module 3



**Jade and
Water**



Prologue | 6 | Module 3

Jade and Water

How does tradition influence art?



Great Minds® is the creator of *Eureka Math*®, *Eureka Math*²®, *Wit & Wisdom*®, *Arts & Letters*™, and *PhD Science*®.

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• Learning Goal Examine details about how Tree-ear shows determination.	
• Language Progress Connect new ideas to the current discussion.	

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- **Language Progress** | Elaborate on the evidence you use to make clear connections and explain its significance.

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Arc B | *A Single Shard*

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- **Language Progress** | Use precise language and topic-specific vocabulary to explain ideas.

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- **Language Progress** | Use dashes to set off parenthetical elements.

Prologue to L31 132

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- **Language Progress** | Elaborate on the evidence you use to make clear connections and explain its significance.



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- Prologue Vocabulary* 138**
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ESSENTIAL QUESTION

How does tradition influence art?



PROLOGUE MODULE FOCUS

In module 3, *Arts & Letters Prologue*™ lessons focus on helping students deepen their understanding of how tradition influences art.

- *Prologue* lessons support reading development by providing opportunities for students to read excerpts from Linda Sue Park's *A Single Shard*. In this historical fiction novel, students follow the journey of Tree-ear, a boy who dreams of becoming a potter in 12th-century Korea. Students learn about the artistic, moral, and literary traditions that shape Tree-ear's life and consider the importance of innovation. In addition, students read "Celadon" and build knowledge about how the ancient art form and pottery are still significant today.
- *Prologue* lessons support writing development by helping students understand the purpose and structure of argument writing. Students identify the elements of an argument essay and practice using transitions to clarify the relationships among the claim, reasons, and evidence. Additionally, students practice using dashes to set off parenthetical elements.
- *Prologue* lessons support speaking and listening development by providing more instruction and practice for the module's speaking and listening goals: Connect new ideas to the current discussion; elaborate on the evidence you use to make clear connections and explain its significance. Use the Module 3 Speaking and Listening Goal Tracker to track progress toward these goals.
- *Prologue* lessons support language development by helping students use precise language to explain ideas. Students also practice using topic-specific vocabulary to explain ideas.

PROLOGUE TEXTS

Book

Literary

- *A Single Shard*, Linda Sue Park

Video

- “Making Pottery,” Shutterstock



Articles

- “Can You Sijo?” Robin Hansen
- “Celadon,” *Encyclopedia Britannica*
- “The Five Virtues,”
Monique Nagel-Angermann



KNOWLEDGE THREADS

- Traditions preserve knowledge from the past and inspire innovation.
- Art is influenced by, but also innovates upon, the cultural traditions of specific communities.
- Korean celadon pottery represented a technological and conceptual evolution of artistic tradition.
- Systems of thought like Confucianism influence how people understand what it means to live a “good life,” or a life that considers, defines, and favors ethics and morality.
- Folktales transmit life lessons and cultural values, connecting people through different times and places.
- Authors draw on historical, literary, and artistic traditions to develop and write their stories.
- Artists rely on both inspiration and discipline to produce innovative work.

PROLOGUE MATERIALS AND PREPARATION

Prepare the following materials for use throughout the module.

- Determine how to access the module texts.
- Determine how to display *Prologue* reference charts, *Prologue* student resources, and select *Learn* book pages. These are listed in the Materials section of each lesson.
- Print or copy student resources from the *Prologue* Student Resources appendix. These are listed in the Materials section of each lesson.
- Determine how to access the Module 3 Speaking and Listening Goal Tracker from the digital platform.
- Ensure access to the module 3 Knowledge Cards.
- Ensure students have paper for short responses. They can use their journals or other paper.
- For a comprehensive list of all the materials used in the module, see the digital platform.



PROLOGUE ENGLISH LANGUAGE DEVELOPMENT STANDARDS

Arts & Letters Prologue lessons for module 3 provide additional language support to develop the following English Language Development (ELD) standards. Educators should consult their state's ELD standards and proficiency descriptors to identify the best ways to help multilingual learners reach the module's learning goals. See the digital platform for a lesson-by-lesson breakdown of ELD standards.

WIDA Standards

ELD-SI.4-12.Narrate: Multilingual learners will

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Recount and restate ideas to sustain and move dialogue forward

ELD-SI.4-12.Inform: Multilingual learners will

- Report on explicit and inferred characteristics, patterns, or behavior
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12.Explain: Multilingual learners will

- Generate and convey initial thinking
- Compare changing variables, factors, and circumstances

ELD-SI.4-12.Argue: Multilingual learners will

- Support or challenge an opinion, premise, or interpretation

ELD-LA.6-8.Narrate.Interpretive: Multilingual learners will interpret language arts narratives by

- Identifying a theme or central idea that develops over the course of a text
- Analyzing how character attributes and actions develop in relation to events or dialogue

ELD-LA.6-8.Inform.Interpretive: Multilingual learners will interpret informational texts in language arts by

- Identifying and/or summarizing main ideas and their relationship to supporting ideas
- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors

ELP Standards

Standard 1: An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Standard 2: An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Standard 3: An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

Standard 4: An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Standard 6: An ELL can analyze and critique the arguments of others orally and in writing.

Standard 7: An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Standard 9: An ELL can create clear and coherent grade-appropriate speech and text.

Standard 10: An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

PROLOGUE LANGUAGE CONNECTIONS

Students' home languages and cultures are assets that everyone in the school setting should value and celebrate. Teachers can support the strategic use of home languages to facilitate activating background knowledge, acquiring ELA knowledge and world knowledge, and engaging with grade-level content. This can happen individually or in groups. Teachers should encourage students to draw explicit metalinguistic connections between English and their home language through cognates and morphological awareness.

Multilingual learners in the United States speak a variety of languages, but an increasing majority speak Spanish at home. In 2019, more than 75 percent of students who were identified as “English learners” spoke Spanish as a home language (National Center for Education Statistics). For this reason, we offer a number of supports for Spanish speakers.

Contrastive Analysis

This module focuses on helping students use precise language and topic-specific vocabulary to explain ideas. Students also practice using dashes to set off parenthetical elements. For students who also speak other language(s), the grammatical rules of English may be confusing. Here are some grammatical differences for which students may need extra explanation and modeling of this structure. In addition to Spanish, we compare English to Arabic and Chinese, the second and third most common languages spoken among multilingual learners in the United States (National Center for Education Statistics).

Language	Similarity	Difference
Spanish	As in English, dashes can also be used in Spanish to set off parenthetical elements.	In Spanish, dashes are not the preferred punctuation for parenthetical clauses. Commas or parentheses are more frequently used for this purpose.

Language	Similarity	Difference
Arabic	As in English, Arabic also uses dashes to set off parenthetical elements.	Arabic may use dashes to mark parenthetical elements and phrases, but usually a comma is placed where the dashes should be. There is no difference between either option. Both are correct and widely used.
Chinese	In modern content, Chinese may use commas, semicolons, colons, and parentheses for parenthetical elements, but not dashes. In Chinese, parenthetical clauses are only used to add clarifying information not indicated in other parts of a phrase or statement.	Chinese does not use dashes to set off parenthetical elements. Note that Classical Chinese texts appear in vertical form (right to left) rather than horizontal (left to right).

Spanish Cognates

Here are Spanish cognates for terms taught in module 3 *Prologue* lessons. Teacher notes in the lessons draw attention to Spanish cognates. Use an online Spanish dictionary for pronunciation guidance or to play a recording of the Spanish cognate for students.

Term	Cognate
determination (n.)	determinación (s.)
dilemma (n.)	dilema (s.)

Term	Cognate
elaboration (n.)	elaboración (s.)
innovation (n.)	innovación (s.)
symbol (n.)	símbolo (s.)
tradition (n.)	tradición (s.)
virtue (n.)	virtud (s.)

MODULE PLAN













Essential Question | How does tradition influence art?

KEY

 = assessment

 = Prologue lesson

Arc A | A Single Shard

Lesson 1 Opening Bookend	Lesson 2 Wonder <i>A Single Shard</i> Thousand Cranes Vase	Lesson 3 Organize <i>A Single Shard</i> Thousand Cranes Vase 	Lesson 4 Organize <i>A Single Shard</i> Thousand Cranes Vase 	Lesson 5 Organize <i>A Single Shard</i> Thousand Cranes Vase	Lesson 6 Reveal <i>A Single Shard</i> “Celadon” 	Lesson 7 Organize <i>A Single Shard</i> 
Lesson 8 Reveal <i>A Single Shard</i>	Lesson 9 Know “Confucianism” “The Five Virtues” 	Lesson 10 Reveal <i>A Single Shard</i> 	Lesson 11 Know “Celadon” 	Lesson 12 Organize <i>A Single Shard</i> 	Lesson 13 Organize <i>A Single Shard</i>	Lesson 14 Know “Playing with Mud”
Lesson 15 Know “Taming a Tiger” “Folktale” 	Lesson 16 Organize <i>A Single Shard</i> 	Lesson 17 Reveal <i>A Single Shard</i>	Lesson 18 Distill <i>A Single Shard</i> 	Lesson 19 Know <i>A Single Shard</i>	Lesson 20  Reading Comprehension Assessment 1	Lesson 21 Responsive Teaching

Arc B | A Single Shard

Lesson 22 Organize <i>A Single Shard</i> 📌 Module Task 1 completed P	Lesson 23 Organize <i>A Single Shard</i>	Lesson 24 Reveal <i>A Single Shard</i> P	Lesson 25 Organize <i>A Single Shard</i> P	Lesson 26 Know “Can You Sijo?” P	Lesson 27 Know “Botany Lesson”	Lesson 28 Organize <i>A Single Shard</i> P
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Lesson 29 Organize <i>A Single Shard</i> P	Lesson 30 Reveal <i>A Single Shard</i>	Lesson 31 Distill <i>A Single Shard</i> P	Lesson 32 Know <i>A Single Shard</i> 📌 Module Task 2 completed	Lesson 33 Know <i>Thousand Cranes Vase</i> <i>Delicate Carving on White Porcelain</i>	Lesson 34 📌 Reading Comprehension Assessment 2	Lesson 35 Responsive Teaching
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Module Finale

Lesson 36 Know module texts	Lesson 37 Know <i>A Single Shard</i>	Lesson 38 Know <i>A Single Shard</i>	Lesson 39 Know <i>A Single Shard</i> 📌 End-of-Module Task completed	Lesson 40 Closing Bookend
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Prologue to Lesson 3

Essential Question | How does tradition influence art?

OVERVIEW

Preview

Students examine details about Tree-ear, Crane-man, and Min. As they describe the characters, students practice using transitions to clarify relationships among the claim, reasons, and evidence. This work prepares students to identify what is happening in *A Single Shard* in lesson 3.

Learning Goal

Examine details about characters in *A Single Shard*.

 **LEARNING TASK:** Share an important detail about Min.

Language Progress

In this lesson, students work on this module language goal: Use transitions to clarify relationships among the claim, reasons, and evidence.

To support students with beginning English proficiency, model how to use *also* to describe two connected details about yourself. To support students with intermediate English proficiency, encourage them to share two connected details about themselves using *also* or *in addition*.

Vocabulary

none

Materials

TEACHER

- *A Single Shard*
- Potter photograph (digital platform)
- Character Details Chart

STUDENTS

- *A Single Shard*

Preparation

- Create a Character Details Chart. See the Learn section for details.

LAUNCH 5 minutes**Build Knowledge About Story Setting**

1. Display *A Single Shard*. Echo Read the title. Ask this question:

 **What do you notice and wonder about the cover?**

2. Direct attention to the object in the character's hand in the illustration. Instruct students to Think–Pair–Share to answer this question:

 **What is in the character's hands?**

3. Reinforce the correct response: a sharp piece of pottery, or a single shard of pottery. Explain that a shard is a piece of broken glass, pottery, ceramics, or other similar material.
4. Display the Potter photograph. Explain that potters use clay to make different types of pottery, such as pots, vases, and plates.
5. Explain that this story takes place a long time ago in a potters' village in Korea. Tell students that the village is known for its many skilled potters who produce fine pottery.

Teacher Note

Display a world map, and direct attention to Korea to help students understand the setting.

6. Tell students that they will discuss the characters in *A Single Shard*.

LEARN 20 minutes

Describe Characters

1. Display the Character Details Chart. Echo Read the characters' names. Tell students that they will add details about the characters to the chart.
2. Direct students to page 8 of *A Single Shard*. Tell students that they will listen for important details about Tree-ear. Read aloud the portion of page 8 from “Tree-ear looked again” to “able to talk.” Ask this question:

Tree-ear	Crane-man	Min

☰ **How old do you think Tree-ear is?**

3. Reinforce the correct response: He is about 10 years old. Add the detail to the chart in the Tree-ear column.
4. Read aloud the portion of pages 8–9 from “Tree-ear nodded” to “uncle in Ch’ulp’o.” Ask these questions:

☰ **Who brings Tree-ear to the village of Ch’ulp’o?**

☰ **What happens to Tree-ear’s parents?**

5. Reinforce the correct responses:
 - **who**—a man paid by a monk from the city of Songdo
 - **what**—parents die of fever
6. Reinforce that a child whose parents die is called an orphan. Add these details to the Tree-ear column: *A man paid by a monk from Songdo brings him to the village, His parents die of fever, and Tree-ear becomes an orphan.*
7. Think aloud to model how to use *also* and *in addition* to connect important details about Tree-ear.

Sample Think Aloud

I want to connect two details to help me describe Tree-ear. I can use *also* or *in addition* to connect these details. I can say, “Tree-ear is about 10 years old. Also, he is an orphan,” or I can say, “Tree-ear is about 10 years old. In addition, he is an orphan.”

- 8.** Instruct students to listen for important details about Crane-man. Remind students that the monk knows of Tree-ear’s uncle in the village of Ch’ulp’o. Read aloud the portion of page 9 from “When the travelers” to “away. You stayed.” Ask this question:

 **What happens when the man sent by the monk arrives in the village?**

Key Ideas

- He discovers that the uncle no longer lives there.
- He takes Tree-ear to the temple.
- The monks cannot take Tree-ear because of the fever.

- 9.** Instruct students to answer these questions with a partner:

 **Where do the villagers tell the man to take Tree-ear after visiting the temple?**

 **Who cares for Tree-ear?**

- 10.** Reinforce the correct responses:

- **where**—to the bridge where Crane-man lives
- **who**—Crane-man

- 11.** Add these details to the chart in the Crane-man column: *He lives under a bridge,* and *He cares for Tree-ear.*

- 12.** Instruct students to use *also* or *in addition* to connect the two important details about Crane-man.

Language Support

For students with beginning English proficiency, provide a sentence frame to help them connect the details: Crane-man lives under a bridge. Also, _____.

13. Invite a few students to share their responses.

Key Ideas

- Crane-man lives under a bridge. Also, he cares for Tree-ear.
- Crane man lives under a bridge. In addition, he cares for Tree-ear.

Language Expansion

For students with intermediate English proficiency, prompt them to use *additionally* to connect the details.

14. Instruct students to listen for details about Min. Remind students that Tree-ear leaves Crane-man to go to Min’s house. Read aloud the portion of page 10 from “The master potter” to “a new pot.” Ask this question:

 **What does Tree-ear hear and see?**

Key Ideas

- Min singing
- Min’s potter’s wheel
- Min making a new pot

15. Direct attention to the phrase “master potter.” Explain that *master* means “being very skilled at doing something.” Reinforce that Min is a master potter. Add the detail *He is a master potter* to the chart in the Min column.

16. Read aloud the portion of page 11 from “To his eyes” to “the whole process.” Ask these questions:

 **What is Min making?**

 **What does Tree-ear wonder about Min’s reaction to the work?**

Teacher Note

Based on your students’ needs, pause to define select words (e.g., *displeased*, *height*, *reject*, *unworthy*, *width*) with a synonym.

17. Reinforce the correct responses:

- **makes**—a vase
- **Tree-ear wonders**—why Min finds his own work unworthy and what displeases him


18. Add the detail *He is making a vase* to the chart in the Min column. Ask this question:

 **What does Min do with his first attempt at making a vase?**

19. Reinforce the correct response: He rejects his first attempt. Add the response to the chart in the Min column.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to work with a partner to describe two details about Min. Remind students to use transitions to connect the details.
-

Analyze Student Progress

Monitor: Do students use details to describe Min, connecting them with the transition *also* or *in addition*?

Offer Immediate Support: If students need additional support using two details to describe Min, direct attention to the chart and provide this sentence frame: Min is a master potter. Also, _____.

2. Invite a few students to share their responses.

Key Ideas

- Min is a master potter. Also, he makes vases.
- Min makes vases. In addition, he rejects the first attempt of his work.

3. Summarize that readers can use transition words and phrases to connect details about characters in a text.



Prologue to Lesson 4

Essential Question | How does tradition influence art?


OVERVIEW

Preview

Students examine details about how Tree-ear shows determination in *A Single Shard*. As they discuss how Tree-ear shows determination, students practice connecting new ideas to the current discussion. This work prepares students to examine character relationships in *A Single Shard* in lesson 4.

Learning Goal

Examine details about how Tree-ear shows determination.


 **LEARNING TASK:** Discuss how Tree-ear shows determination during his first day of work for Min.

Language Progress

In this lesson, students work on this module speaking and listening goal: Connect new ideas to the current discussion.

To support students with beginning English proficiency, invite a student to share this detail about determination: I show determination by never giving up. Use these sentence frames from the Talking Tool to model how to connect two details about doing something with determination: I hear you say that _____. To build on that idea, _____. To support students with intermediate English proficiency, encourage them to use these sentence frames from the Talking Tool to connect two ideas about how to show determination: I hear you say that _____. To build on that idea, _____.

Vocabulary

determination (n.) 

Materials

TEACHER

- *A Single Shard*
- “Making Pottery” (digital platform)

STUDENTS

- *A Single Shard*
- Talking Tool (*Learn* book)

Preparation

- none

LAUNCH 5 minutes

Build Knowledge About Pottery

1. Play the “Making Pottery” video. Ask this question:

 **What do you notice and wonder about in the video?**

Language Supports

If possible, pair students who speak the same home language, and instruct them to discuss this question.

For students with beginning English proficiency, provide a simple word bank (e.g., *clay, potter, pottery, wheel*) to help students share what they notice and wonder.

2. Emphasize that making pottery requires many steps and hard work. For example, the potter must get clay, spin and shape the pottery, fire the kiln, and so on.
3. Tell students that they will learn more about what happens when Tree-ear begins to help Min with his work.

LEARN 20 minutes

Discuss How Tree-ear Shows Determination

1. Remind students that Tree-ear faces many challenges when working with Min. Tell students that a challenge is a difficult task or problem. Explain that Tree-ear continues to work even though he faces many challenges.
2. Tell students that Tree-ear shows determination when he faces challenges working with Min. Introduce the vocabulary term *determination* by displaying the term and definition. Engage students in Vocabulary Exploration.

Language Support

The term *determination* has a Spanish cognate: *determinación*. Share this language connection with students whose home language is Spanish.

Definition

determination (n.): a quality that makes you continue trying to do or achieve something that is difficult

- Direct students to *A Single Shard*. Instruct students to follow along as you read aloud the portion of page 19 from “Min handed Tree-ear” to “cart is full.” Ask this question:

What is Tree-ear’s challenge?

- Reinforce the correct response: chopping wood for hours until the cart is full. Invite students to act out chopping wood and filling the cart with wood.
- Instruct students to follow along as you read aloud the portion of page 20 from “Chopping wood for” to “been hard enough.” Ask this question:

How does Tree-ear show determination when he faces this challenge?

- Reinforce the correct response: He continues chopping wood for hours without eating.
- Direct students to the Talking Tool, located in the *Learn* book. Read aloud these sentence frames: I hear you say that _____. To build on that idea, _____. Think aloud to model how to use the sentence frames to connect ideas about Tree-ear’s determination.
- Read aloud the portion of pages 20–21 from “The path was” to “the tidy pile.” Instruct students to work with a partner to answer these questions:

What are Tree-ear’s challenges?

How does he show determination when he faces these challenges?

Prompt students to use these sentence frames to connect ideas to the discussion about how Tree-ear shows determination: I hear you say that _____. To build on that idea, _____.



Sample Think Aloud

I hear you say that Tree-ear shows determination by chopping wood for hours until the cart is full. To build on that idea, he also shows determination by chopping wood without eating.

Teacher Note

Based on your students' needs, pause to define select words (e.g., *awkward*, *disarray*, *precariously*, *rutted*) with a synonym.

Key Ideas

- **challenges:** taking the cart full of wood on a bumpy path; cart tipping and some logs spilling out; bumps causing the logs to be in disarray
- **determination:** I hear you say that Tree-ear shows determination by keeping his eyes on the path. To build on that idea, he also shows determination by keeping his eyes on the cart.
- **determination:** I hear you say that Tree-ear shows determination by picking up the logs that spilled out. To build on that idea, he also shows determination by continuing along the path even though it is annoying.

Language Expansion

For students with intermediate English proficiency, encourage them to use one of the newly defined words (e.g., *disarray*, *precariously*) when describing the challenges Tree-ear faces.

9. Pair students. Invite them to act out the challenges, and then invite them to act out how Tree-ear shows determination.
10. Explain that the mountain path becomes a smoother traveled road for Tree-ear to push the cart on. Read aloud the portion of page 21 from “Just then the” to “to the ground.” Ask this question:



What happens to Tree-ear?

11. Reinforce the correct response: The cart tips to one side, and he falls to the ground.
12. Remind students that after he falls, Tree-ear gets back up and starts reloading the cart with the logs that fell out. Read aloud the portion of page 21 from “As he heaved” to “examined the injury.”

Teacher Note

Based on your students' needs, pause to define select words with a synonym (e.g., *cautiously*, *clenched*, *heaved*, *throbbing*).

13. Ask this question:

 **What is Tree-ear's challenge?**

14. Reinforce the correct response: He injures his hand.

15. Instruct students to listen for details about Tree-ear's new challenge and how he shows determination when he faces this challenge. Read aloud the portion of pages 21–22 from “Angrily, he blinked” to “a makeshift bandage.” Explain that a tunic is a long piece of clothing.

16. Instruct students to answer these questions with a partner:

 **What is Tree-ear's challenge?**

 **How does Tree-ear show determination when he faces this challenge?**

Language Support

For students with beginning English proficiency, display an image of a tunic to help them understand what Tree-ear uses to care for his wound.

17. Invite a few students to share their responses, and reinforce the correct responses:

- **challenge**—There is no water nearby to clean his injury.
- **determination**—He uses a tunic as a bandage and spits on his palm to clean the injury.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Facilitate a brief discussion of this question:

 **How does Tree-ear show determination during his first day of work for Min?**

Remind students to use these sentence frames to connect the ideas to the discussion about how Tree-ear shows determination: I hear you say that _____. To build on that idea, _____.

Analyze Student Progress

Monitor: Do students describe how Tree-ear shows determination after he faces challenges?

Offer Immediate Support: If students need additional support describing how Tree-ear shows determination, reread the last paragraph on page 20 and ask this question: What does Tree-ear do after the logs spill out of the cart?

2. Listen for students to address key ideas in their discussion.

Key Ideas

- He continues chopping wood for hours without eating.
- He picks up the logs that spill and continues along the path.
- He uses his spit to clean his wound and a tunic as a bandage to take care of his injury.

3. Summarize that examining a character's actions helps readers understand how the character overcomes challenges.



Prologue to Lesson 6

Essential Question | How does tradition influence art?


OVERVIEW

Preview

Students examine Tree-ear’s point of view in *A Single Shard*. As they discuss what the evidence reveals about his point of view, students practice elaborating on the evidence they use to make clear connections and explain its significance. This work prepares students to analyze the effect of point of view in *A Single Shard* in lesson 6.

Learning Goal

Examine Tree-ear’s point of view in *A Single Shard*.

 **LEARNING TASK:** Explain what the evidence reveals about Tree-ear’s point of view.

Language Progress

In this lesson, students work on this module speaking and listening goal: Elaborate on the evidence you use to make clear connections and explain its significance.

To support students with beginning English proficiency, use the Writing Model for Module 3 to identify an elaboration sentence. Read aloud the portion of the writing model from “He kept his” to “damaged his pots,” and label the elaboration sentence. To support students with intermediate English proficiency, encourage them to work with a partner to identify and label one evidence sentence and the elaboration sentence that makes a clear connection to the evidence.

Vocabulary

point of view

Materials

TEACHER

- *A Single Shard*

STUDENTS

- *A Single Shard*
- Talking Tool (*Learn* book)

Preparation

- none

LAUNCH 5 minutes

Build Knowledge of Point of View

1. Instruct students to Think–Pair–Share to answer this question:

 **Have you and another person ever thought about something in different ways?**

Language Support

If possible, pair students who speak the same home language, and instruct them to discuss this question.

2. Emphasize that our experiences, our age, and our background can shape our point of view.
3. Introduce the vocabulary term *point of view* by displaying the term and definition. Engage students in Vocabulary Exploration.
4. Tell students that they will examine Tree-ear’s point of view in *A Single Shard*.

Definition

point of view: the narrative perspective from which a story is told; a way of looking at or thinking about something

LEARN 20 minutes

Examine Point of View

1. Facilitate a brief discussion of this question:

 **How do you know that the narrator shares Tree-ear’s point of view?**

2. Reinforce that the narrator shares how Tree-ear thinks and feels. Emphasize that sharing a single point of view limits how much readers can learn about how other characters think and feel.
3. Remind students that as Tree-ear returns to Min’s house, he hears the potter speaking in an angry way and scolding Tree-ear for being useless.

4. Invite students to follow along as you read aloud the portion of page 25 from “Finally, Min paused” to “him complete instructions.” Explain that *ashamed* means “to feel guilty,” and *resentful* means “to show a feeling of anger about someone.” Ask this question:

 **How does Tree-ear feel?**

5. Reinforce the correct response: ashamed and resentful. Demonstrate *ashamed* and *resentful* by using gestures (e.g., looking down with a sad face and looking angrily at someone).
6. Instruct students to annotate the portion of page 25 from “Finally, Min paused” to “him complete instructions” for evidence of Tree-ear’s feelings. Invite a few students to share their annotations.

Sample Annotations

- “He felt like a beast with two heads, one ashamed, the other resentful.” (25)
- “Ashamed that he had not finished the work properly” (25)
- “resentful that Min had not given him complete instructions” (25)

7. Instruct students to discuss these questions with a partner:

 **What does the author compare Tree-ear’s feelings to? Why?**

8. Invite a few students to share their responses, and reinforce the correct responses:
 - **what**—a beast with two heads
 - **why**—because Tree-ear is feeling two different things at the same time
9. Display and Echo Read this question: What does the evidence reveal about Tree-ear’s point of view?
10. Direct students to the Talking Tool, located in the *Learn* book. Think aloud to model how to use these sentence frames from the Talking Tool to explain what the evidence reveals about Tree-ear’s point of view:
 - This evidence illustrates _____.
 - This evidence proves _____.

Sample Think Aloud

The text says that Tree-ear “felt like a beast with two heads.” This evidence illustrates that Tree-ear feels conflicting feelings: He feels both ashamed and resentful at the same time.

- 11.** Explain that Min forgives Tree-ear and allows him to continue working to fill the cart with wood.
- 12.** Read aloud the portion of pages 25–26 from “Fill the cart” to “not be disappointed.” Direct attention to the phrase “won out.” Explain that this phrase means “succeeded in a struggle.” Ask this question:

 **What do you think “shame won out in Tree-ear” means?**

Language Support

For students with beginning English proficiency, provide more examples of how to use the phrase *won out* by using familiar topics (e.g., students’ choice of a movie for a reward won out in the end).

Key Ideas

- He feels more ashamed than resentful.
- Being ashamed is what he feels the most.

- 13.** Direct students to page 26, and read aloud the sentence that starts with “He feared being.” Instruct students to use the sentence frames to answer this question with a partner:

 **What does this evidence reveal about Tree-ear’s point of view?**

- 14.** Invite a few students to share their responses.

Key Ideas

- This evidence illustrates that Tree-ear wants to please Min.
- This evidence proves that learning how to make a pot is important to Tree-ear.
- This evidence proves that Tree-ear is still motivated to be a potter.

Language Expansion

For students with intermediate English proficiency, encourage them to provide further elaboration on the evidence by using these sentence frames: The evidence illustrates _____. Also, _____.


15. Read aloud the portion of page 26 from “Tree-ear’s joy” to “the kiln site.” Explain that *wisp* means “a thin or small amount of something.” Instruct students to write a sentence using one of the sentence frames from the Talking Tool to answer this question:

 **What does this evidence reveal about Tree-ear’s point of view?**

16. Tell students that they will Mix and Mingle to share their written sentence.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Using their written sentences, instruct students to Mix and Mingle to answer this question:

 **What does the evidence reveal about Tree-ear’s point of view?**

Analyze Student Progress

Monitor: Do students elaborate on evidence that explains that Tree-ear’s joy quickly turns into resentment toward Min?

Offer Immediate Support: If students need additional support elaborating on evidence, ask how Tree-ear feels and provide this sentence frame: This evidence illustrates that Tree-ear is _____ because _____.

2. Invite a few students to share their sentences.

Key Ideas

- This evidence proves that Tree-ear feels resentful about having to chop wood again.
- This evidence illustrates that Tree-ear's joy only lasts a short time before turning into resentment.
- This evidence proves that his joy turns quickly into disappointment and resentment.

3. Summarize that elaborating on evidence can help readers make connections to the character's point of view and explain the significance of the evidence as it relates to the story.



Prologue to Lesson 7

Essential Question | How does tradition influence art?

OVERVIEW

Preview

Students examine how reasons and evidence support the claim in the Writing Model for Module 3. As they analyze an argument essay, students practice using clear reasons to show how the evidence supports the claim. This work prepares students to examine the Writing Model for Module 3 in lesson 7.

Learning Goal

Examine how reasons and evidence support the claim in the Writing Model for Module 3.

 **LEARNING TASK:** Explain how a paragraph supports the claim.

Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use clear reasons to show how the evidence supports the claim.

To support students with beginning English proficiency, annotate (e.g., by using the same color highlighter) the claim, the first reason (“determination leads to his work with Min”), and the evidence in the second paragraph to help them identify the evidence that supports the claim. To support students with intermediate English proficiency, encourage them to identify and label the evidence in the third paragraph that connects to the second reason (“keeps him committed during the challenging start of that work”).

Vocabulary

argument essay

claim (n.)

Materials

TEACHER

- none

STUDENTS

- Writing Model for Module 3
(*Learn* book, Writing)

Preparation

- none

LAUNCH 5 minutes

Build Knowledge About a Claim

1. Remind students that in this module they are reading the novel *A Single Shard*. Prompt students to think about what has happened in the story. Instruct them to Think–Pair–Share to answer these questions:

 **What is the best part of the story so far? Why?**

Language Support

For students with beginning English proficiency, provide this sentence frame: The best part of the story is when _____ because _____.

2. Tell students that they responded to the questions by sharing their opinion and a reason for their opinion. Introduce the vocabulary term *claim* by displaying the term and definition. Engage students in Vocabulary Exploration.

Language Support

For students with beginning English proficiency, define the term *opinion* as “what someone thinks or feels about a topic.”

3. Explain that in this module students will learn how to write an argument essay. Introduce the vocabulary term *argument essay* by displaying the term and definition. Engage students in Vocabulary Exploration.
4. Emphasize that in an argument essay, writers give reasons for their claim and use evidence to support those reasons. Tell students that in this lesson they will learn how to identify evidence that supports the reasons for a claim.

Definition

claim (n.): an opinion or idea that the author supports with reasons and evidence

Definition

argument essay: an essay that presents one or multiple claims supported by reasons and evidence intended to support or establish a point of view

LEARN 20 minutes**Examine an Argument Essay**

1. Remind students that Tree-ear faces many challenges as he learns how to make pottery. Tell them that the way he faces those obstacles reveals his determination to become a potter.
2. Display the Writing Model for Module 3, and direct students to the page in their *Learn* book. Echo Read the prompt. Read aloud the introduction. Ask these questions: _____

☰ **What is the claim in the writing model?**

☰ **What reasons does the writer provide that support the claim?**

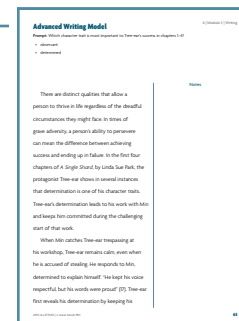
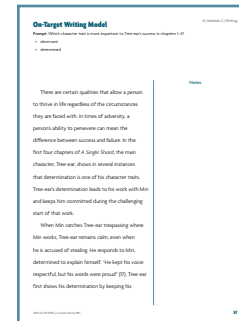
3. Reinforce the correct responses:

- **claim**—Tree-ear’s determination is his most important trait.
- **reasons**—Tree-ear’s determination leads to his work with Min and keeps him committed during the challenging start of working for Min.

4. Annotate (e.g., underline) each reason:

- **first reason**—“leads to his work with Min”
- **second reason**—“keeps him committed during the challenging start of that work”

5. Tell students that they will now annotate the second paragraph in the writing model to find evidence that supports the first reason. Remind students that the writer claims that Tree-ear’s determination leads to his work with Min.



6. Read aloud the portion of the second paragraph from “When Min catches” to “damaged his pots.” Based on your students’ needs, pause to define unknown words (e.g., *composure*, *damaged*, *trespassing*). Ask these questions:

 **What challenge does Tree-ear face?**

 **How does Tree-ear show determination when he faces this challenge?**

7. Reinforce the correct responses: Min catches him trespassing where he works; “He kept his voice respectful, but his words were proud’ (17).” Think aloud to model how to annotate the paragraph for evidence that Tree-ear shows determination.

Teacher Note

Explain that the writer uses quotes from the text and their own words to give examples of Tree-ear’s determination.

8. Display and Echo Read this sentence frame: When Min catches him trespassing, Tree-ear shows determination when he _____. Instruct students to work with a partner to orally complete the sentence frame.
9. Invite a few students to share their sentences.
10. Reinforce the correct response: When Min catches him trespassing, Tree-ear shows determination when he keeps his voice respectful, but his words are proud.
11. Remind students that Tree-ear convinces Min to let him work off his debt for the damaged pots. Read aloud the portion of the second paragraph in the writing model from “When Tree-ear suggests” to “not look away.” Instruct students to work with a partner to annotate the paragraph for evidence showing Tree-ear’s determination.
12. Reinforce the correct responses: “he argues for himself and explains how he could be valuable”; “Tree-ear crossed his arms stubbornly and did not look away’ (18–19).”
13. Display and Echo Read this sentence frame: When Tree-ear suggests paying off his debt, he shows determination when he _____. Instruct students to orally complete this sentence frame with a partner.

Sample Think Aloud

In the second paragraph, the writer says that Min catches Tree-ear trespassing. I need to annotate evidence that supports the claim that Tree-ear shows determination in this challenging situation. Tree-ear first shows his determination when “he kept his voice respectful, but his words were proud’ (17).”

14. Invite a few students to share their sentences.

15. Reinforce the correct responses:

- When Tree-ear suggests paying off his debt, he shows determination when he “argues for himself and explains how he could be valuable.”
- When Tree-ear suggests paying off his debt, he shows determination when he “crossed his arms stubbornly and did not look away’ (18–19).”

Language Expansion

For students with intermediate English proficiency, encourage them to identify and label evidence of determination in the third paragraph when Tree-ear begins the first few days of work to pay off his debt to Min.


16. Read aloud the remainder of the paragraph, starting with “Tree-ear is determined.” Ask this question:

 **What is the result of Tree-ear’s determination?**

17. Reinforce the correct response: Min agrees to let Tree-ear work for him to repay his debt.

18. Direct attention to the first paragraph of the writing model. Echo Read the sentences that include the claim and reasons.

LAND 5 minutesDemonstrate Learning

1.  **Introduce the learning task.** Instruct students to discuss this question with a partner:

 **How is the second paragraph connected to the claim and reasons in the first paragraph?**

Analyze Student Progress

Monitor: Do students explain how the second paragraph is connected to the first paragraph?

Offer Immediate Support: If students need additional support explaining the connection between the second and first paragraphs, direct them to the second paragraph and ask this question: What in this paragraph helps explain the reasons in the first paragraph?

2. Invite a few students to share their responses.

Key Ideas

- The second paragraph provides evidence for the first reason.
- The second paragraph describes actions showing that determination is one of Tree-ear's important character traits.
- The second paragraph gives examples of Tree-ear's determination and how it leads Tree-ear to work with Min.

3. Summarize that examining how evidence and reasons support a claim can help students improve their writing.



Prologue to Lesson 9

Essential Question | How does tradition influence art?


OVERVIEW

Preview

Students examine the five virtues of Confucianism in “The Five Virtues.” As they discuss the importance of these beliefs, students practice connecting new ideas to the current discussion. This work prepares students to express knowledge about Korean belief systems in lesson 9.

Learning Goal

Examine the five virtues of Confucianism in “The Five Virtues.”

 **LEARNING TASK:** Explain why you think the virtue of integrity is important.

Language Progress

In this lesson, students work on this module speaking and listening goal: Connect new ideas to the current discussion.

To support students with beginning English proficiency, provide a word bank with home language translations of useful words and phrases (e.g., *humanity, integrity, propriety, righteousness, wisdom*). To support students with intermediate English proficiency, encourage students to work with a partner to share examples from their own lives of how they demonstrate the five values. Tell them to use this sentence frame: I use _____ when _____.

Vocabulary

virtue (n.)

Materials

TEACHER

- “The Five Virtues” (digital platform)
- Examine the Five Virtues (*Prologue* Reference Charts appendix)

STUDENTS

- “The Five Virtues” (*Learn* book)
- Talking Tool (*Learn* book)

Preparation

- none

LAUNCH 5 minutes

Practice Vocabulary

1. Instruct students to Think–Pair–Share to answer these questions:

☰ **What character have you read about who demonstrates good behavior?**

☰ **What do they do?**

☰ **How do they act?**

2. Tell students that Crane-man and Tree-ear demonstrate their virtues in *A Single Shard*. Introduce the vocabulary term *virtue* by displaying the term and definition. Engage students in Vocabulary Exploration.

Language Support

The term *virtue* has a Spanish cognate: *virtud*. Share this language connection with students whose home language is Spanish.

3. Display “The Five Virtues.” Tell students that a philosopher and teacher known as Confucius wrote about five virtues associated with Confucianism. Explain that Confucianism is a belief system that originated in China but influenced many people across Asia, including Korea.
4. Tell students that they will examine the five virtues of Confucianism.



Definition

virtue (n.): morally good behavior or character; a good and moral quality

LEARN 20 minutes

Examine Key Details

1. Display Examine the Five Virtues. Echo Read the five virtues: *ren*, *yi*, *li*, *zhi*, and *xin*. Explain that the virtues are in Chinese. The class will discuss the English meanings throughout the lesson.
2. Tell students that the first virtue, *ren*, means “humanity.” Emphasize that humanity occurs when a person practices all five virtues. The virtue can be best explained with this rule: “[W]hat you do not want done to yourself, do not do to others” (Nagel-Angermann par. 6). Instruct students to repeat the rule.
3. Direct attention to the second column. Tell students that the second virtue, *yi*, is righteousness. Say the term aloud and instruct students to repeat it. Define the term.
4. Direct students to paragraph 8 of “The Five Virtues,” located in the *Learn* book. Read aloud the first sentence, starting with “The second virtue.” Based on your students’ needs, pause to define unknown words (e.g., *advised*, *strengthen*, *profit*). Ask this question:

 **Whose actions should be guided by righteousness?**

5. Reinforce the correct response: rulers and fathers.
6. Facilitate a brief discussion of this question:

 **Why do you think the virtue of righteousness is important for rulers to follow?**

Key Ideas

- Rulers can show others how to live correctly and responsibly.
- Rulers can help their followers.
- Righteousness makes stronger rulers.

6 | Module 3 | Prologue Reference Chart

<i>ren</i>	<i>yi</i>	<i>li</i>	<i>zhi</i>	<i>xin</i>
humanity	righteousness	propriety	wisdom	integrity
What you do not want done to yourself, do not do to others.	morally good	correct and proper	good sense or judgment	honest and fair

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7. Direct students to the Talking Tool, located in the *Learn* book. Read aloud these sentence frames: I hear you say that _____. To build on that idea, _____. Think aloud to model how to use the sentence frames to build on ideas about the virtue of righteousness.
8. Direct students to the third and fourth columns. Tell students that the third virtue, *li*, is propriety and the fourth virtue, *zhi*, is wisdom. Say the terms aloud and instruct students to repeat them. Define the terms.
9. Read aloud paragraphs 9 and 10, starting with “The third virtue.” Pair students. Assign one partner *propriety* and the other partner *wisdom*. Instruct students to discuss the following questions with their partner:

 **Why do you think the virtue of propriety is important to follow?**

 **Why do you think the virtue of wisdom is important to follow?**

Prompt students to use these sentence frames to build on their partner’s ideas about the virtues of propriety and wisdom: I hear you say that _____. To build on that idea, _____.

Language Support

For students with beginning English proficiency, provide concrete, real-life examples of propriety and wisdom to help them make personal connections to these virtues.

Key Ideas

- Propriety can lead to acceptance; it can lead to trust.
- Wisdom can help you make good decisions; it can help you get to know others.

Language Expansion

For students with intermediate English proficiency, encourage them to use the transition phrase *for example* to strengthen their responses by providing real-life examples.

10. Direct students to the last column. Tell students that the fifth virtue, *xin*, is integrity. Say the term aloud and instruct students to repeat the term. Define the term.

Sample Think Aloud

To build on ideas about the importance of righteousness for rulers, I can say, “I hear you say that rulers can show others how to live correctly and responsibly.” To add on to this idea, I can say, “To build on that idea, I think righteousness makes stronger rulers.”

11. Read aloud paragraph 11, starting with “The fifth virtue.” Ask this question:

 **What does the author compare integrity to?**

12. Reinforce the correct response: a treasure.

13. Instruct students to Think–Pair–Share to answer this question:


 **Why does the author compare the virtue of integrity to a treasure?**

Key Ideas

- Integrity can bring value to a relationship.
- Integrity can make a relationship special.
- Integrity can bring a richness, or strength, to a relationship.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to discuss this question with a partner:

 **Why do you think the virtue of integrity is important to follow?**

Remind students to use the sentence frames to connect new ideas to the discussion.

Analyze Student Progress

Monitor: Do students accurately explain why the virtue of integrity is important?

Offer Immediate Support: If students need additional support explaining why integrity is important, ask them how being honest and fair helps them.

2. Invite a few students to share their responses.

Key Ideas

- Integrity helps people do the right thing.
- Integrity helps people develop trust in relationships.
- Integrity helps you act responsibly.

3. Summarize that examining the five virtues can help students better understand Confucianism.



Prologue to Lesson 10

Essential Question | How does tradition influence art?


OVERVIEW

Preview

Students examine descriptive language in *A Single Shard*. As they discuss descriptions of celadon pottery, students practice connecting new ideas to the current discussion. This work prepares students to explain how Linda Sue Park uses imagery to describe and emphasize the importance of celadon pottery in lesson 10.

Learning Goal

Examine how descriptive language helps readers visualize celadon pottery.

 **LEARNING TASK:** Share a drawing of an example of descriptive language from *A Single Shard*.

Language Progress

In this lesson, students work on this module speaking and listening goal: Connect new ideas to the current discussion.

To support students with beginning English proficiency, display an image of a celadon vase. Prompt students to share a description, and then model how to use the sentence frames from the Talking Tool to connect a new idea to their ideas. To support students with intermediate English proficiency, instruct them to work with a partner and use the sentence frames to build on one another's ideas as they describe an image of a celadon vase.

Vocabulary

none

Materials

TEACHER

- *A Single Shard*
- Thousand Cranes Vase photograph (digital platform)

STUDENTS

- *A Single Shard*
- Talking Tool (*Learn* book)

Preparation

- none

LAUNCH 5 minutes

Build Knowledge About Celadon Pottery

1. Facilitate a brief discussion of this question:

 **What makes something beautiful?**

2. Display the Thousand Cranes Vase photograph. Remind students that this vase is made in the style of celadon pottery.
3. Explain that celadon is a green-gray glaze, or smooth and shiny layer, used on pottery and is also the name for the finished pottery. Say the term aloud and instruct students to repeat it.
4. Ask this question:

 **What do you notice and wonder about the celadon vase?**

5. Tell students that they will examine descriptions of the special features of celadon pottery in *A Single Shard*.

LEARN 20 minutes

Examine Descriptions


1. Display *A Single Shard*. Explain that some of the descriptions that students will examine are not literal descriptions but figurative descriptions. Remind students that when a phrase is literal, it means exactly what it says; when a phrase is figurative, it means something more than the most basic, exact, or literal meaning.
2. Read aloud the portion of pages 43–44 from “How proud the” to “an incised design.” Explain that this passage includes figurative, or nonliteral, language that describes celadon glaze.

3. Echo Read this phrase from the text: “shades of blue and gray and violet whispered” (43). Tell students that *shade* describes a slight difference in color. Ask this question:

 **Which words or phrases does the author use to describe celadon glaze?**

4. Reinforce the correct response: “shades of blue and gray and violet whispered.” Explain that “shades of blue and gray and violet whispered” is an example of personification, or attributing human qualities to a nonhuman thing to make it seem alive and emphasize its importance.

5. Ask this question:

 **What do you picture, or see in your mind, when you read “shades of blue and gray and violet whispered”?**

Key Ideas

- I picture a vase with different types of blue and gray.
 - I picture a vase with a light touch of violet.
 - I picture a calm, quiet place.
6. Direct students to the Talking Tool, located in the *Learn* book. Read aloud these sentence frames: I hear you say that _____. To build on that idea, _____. Think aloud to model how to use the sentence frames to connect ideas about how the author uses personification to describe the celadon glaze.
 7. Echo Read this phrase from the text: “as in the sea on a cloudy day” (44). Instruct students to answer this question with a partner:

 **What two things does the author compare?**

Language Support

For students with beginning English proficiency, explain that *as* is used similarly to *like* in comparisons.

8. Reinforce the correct response: the vase color and the sea. Explain that this comparison is an example of a simile. Remind students that a simile is a type of figurative language that uses the word *like* or *as* to compare things that are similar.

Sample Think Aloud

I hear you say that you picture a vase with a light touch of violet. To build on that idea, the phrase “shades of blue and gray and violet whispered” makes me think of a calm, quiet place (43).

9. Instruct students to answer this question with a partner:

 **What do you picture when you read “as in the sea on a cloudy day”?**

Prompt students to use the sentence frames to connect their new ideas to the current discussion.

10. Invite a few students to share their responses.

Key Ideas

- I picture blue-green water on the bottom and gray sky above it.
- I picture a calm sea with clouds in the sky.

Language Expansion

For students with intermediate English proficiency, encourage them to make another comparison to describe what they picture in their mind.

11. Echo Read this phrase from the text: “glaze pooled thickly in the crevices” (44). Based on your students’ needs, pause to define unknown words (e.g., *pooled*, *crevices*). Explain that *thickly* is an adverb, or a word that describes the action of the verb *pooled*.

12. Instruct students to discuss this question with a partner:

 **What do you picture when you read “glaze pooled thickly in the crevices”?**

Prompt students to use the sentence frames to connect new ideas to the current discussion.

Language Support

For students with beginning English proficiency, direct them to the image of the Thousand Cranes Vase to help them picture the colors, glaze, and crevices.

13. Invite a few students to share their responses.


Key Ideas

- I picture a thick glaze of blue, green, and violet.
- I picture the glaze filling up the cracks.

14. Instruct students to choose one of the examples of descriptive language from the text. Then instruct students to create a drawing of the celadon glaze based on their selected passage.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to share their drawing with a partner.

Remind students to use the sentence frames to discuss their drawings.

Analyze Student Progress

Monitor: Do students share their drawings with words and phrases that describe the celadon glaze?

Offer Immediate Support: If students need additional support describing their drawing with words and phrases from the text, direct them to one of the excerpts and guide them to annotate key words.

2. Invite a few students to share their responses.
3. Summarize that examining descriptive language can help readers understand artistic traditions and innovative art in Korea.



Prologue to Lesson 11

Essential Question | How does tradition influence art?

OVERVIEW

Preview

Students examine the details about celadon from China, Korea, and Thailand in “Celadon.” As they discuss how the celadon from different countries is unique, students practice using precise language and topic-specific vocabulary to explain ideas. This work prepares students to build knowledge about celadon in lesson 11.

Learning Goal

Examine key details about celadon in different countries.

 **LEARNING TASK:** Compare celadon in two different countries.

Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use precise language and topic-specific vocabulary to explain ideas.

To support students with beginning English proficiency, use images and/or videos to help students understand the meaning of terms related to celadon. To support students with intermediate English proficiency, select and display key vocabulary terms related to celadon and prompt them to use them in a sentence.

Vocabulary

none

Materials

TEACHER

- “Celadon” (digital platform)
- class Types of Celadon
(*Prologue* Student Resources appendix)

STUDENTS

- “Celadon” (*Learn* book, lesson 6)
- Types of Celadon
(*Prologue* Student Resources appendix)

Preparation

- none

LAUNCH 5 minutes

Build Knowledge About Celadon

1. Display “Celadon,” and direct students to the article in their *Learn* book. Direct attention to the title and Echo Read it. Instruct students to look closely at the images. Ask this question:

What do you notice and wonder about these images?

2. Instruct students to discuss this question with a partner:

What do you think celadon is?

Language Support

If possible, pair students who speak the same home language and instruct them to discuss this question.

3. Instruct students to listen closely for details about celadon. Read aloud the portion of the article from “Celadon, greenish ceramic” to “Thailand, and Japan.” Facilitate a brief discussion of this question:

What is celadon?

4. Reinforce the correct response: a type of pottery and a green ceramic glaze. Emphasize that celadon refers to both the glaze and the item that is glazed.
5. Tell students that they will read passages from the article to learn more about celadon and its uses in various countries.



LEARN 20 minutes

Examine Key Details About Celadon

1. Direct attention to the second paragraph of “Celadon.” Read aloud the portion of the article from “To create this” to “put into it.”

Language Supports

To support students with beginning English proficiency, use images and/or videos to help students understand the text. For example, display the article “Celadon,” and direct attention to details in the images to demonstrate terms such as *decorations*, *inlaid*, *shades*, *translucent*, and *wares*.

To help students understand the term *firing* and the celadon-making process, look for online videos by typing this phrase into a search engine: *making a celadon vessel*.

Teacher Note

“Celadon” includes many words that are specific to the production of celadon and other kinds of pottery. Throughout the lesson, provide definitions and explanations of terms as needed. Encourage students to use specific vocabulary, such as *celadon*, *glaze*, *design*, *decoration*, and *ware*, in their responses and discussions.

2. Summarize that celadon is created using clay that contains iron, an element found on Earth. Explain that when a potter bakes the clay items in a very hot oven, the iron reacts with the glaze to turn them unique colors of green. Ask this question:

 **Where was celadon first created?**

3. Reinforce the correct response: China. Tell students that celadon became very popular and was sold to other countries across Asia. Explain that countries developed their own ways to create celadon, which resulted in unique colors and decorations.

4. Display *Types of Celadon*, and distribute copies to students. Echo Read the headings of each column. Explain that students will use the chart to record and discuss details about celadon from China, Korea, and Thailand.

Language Support

To support students with beginning English proficiency, display a map of Asia and identify the location of China, Korea, and Thailand.

	Color	Forms	Patterns
What is the most common color of celadon in this country?			
What designs and decorations characterize celadon in this country?			

5. Choral Read this question in the first row of the chart: What is the most common color of celadon in this country? Instruct students to listen for details about the color of celadon in China as you read aloud the portion of the article from “Surviving wares include” to “and foliate decoration.” Define unknown terms, such as *foliate*, *incised*, *molded*, and *transparent*.
6. Think aloud to model how to annotate details from the article about the color of celadon from China, and add ideas to the chart. Invite students to annotate this detail in their article and add the answer to their charts.
7. Echo Read the question in the second row of the chart: What designs and decorations characterize celadon in this country?
8. Think aloud to model how to annotate details about the design and decorations of the celadon in China. Invite students to annotate this detail in their article and add the answer to their charts.
9. Tell students that they will now study celadon from Korea and Thailand in small groups. Form small groups, and assign each group a country to study.
10. Explain that students will first read the portion of the article about their assigned country’s celadon. Remind students to annotate the portion of the text for details about color and design as they read. Instruct students to read:
- **Korea**—the portion of the article from “Korean celadons of” to “than incised freehand.”
 - **Thailand**—the portion of the article from “Thai celadons, influenced” to “at the neck.”

Sample Think Aloud

Since the first question asks about color, I will circle words that tell about the color of celadon in China. I will circle the phrase “transparent green color.” Then I will add this detail to the chart by writing the answer in the first row of the China column.

Sample Think Aloud

Since the second question asks about designs and decorations, I will look for words that describe design elements and decorations of Chinese celadon and annotate them differently. I will underline the phrases “molded ornament” and “incised, under-the-glaze floral and foliate decoration.” Then I will add these phrases to the chart by writing them in the second row of the China column.

Language Support

For students with beginning English proficiency, read aloud the portion of the text. Pause to define unknown terms or clarify complex phrases.

Language Expansion

For students with intermediate English proficiency, encourage them to use reference materials, such as a dictionary, to look up unknown terms and phrases.

11. Prompt students to discuss these questions in their small groups:

 **What is the most common color of celadon in this country?**

 **What designs and decorations characterize celadon in this country?**

12. Instruct students to add their responses to their country’s column on their charts. Invite a few students from each small group to share their responses.

Key Ideas

- **Korea color:** bluish green; putty
- **Korea design:** inlaid patterns; flowers; birds; clouds; petals
- **Thailand color:** translucent; grayish green
- **Thailand design:** carved vertical flutes, or lines; incised flower patterns

13. As students share, add their responses to the corresponding boxes on the class chart. Invite students to record responses from the alternate group on their charts.


14. Tell students that they will now use the information from their charts to compare celadon from two different countries. Display and Echo Read this sentence frame: Celadon in _____ is _____, but celadon in _____ is _____.

15. Explain that students can use the sentence frame to describe how the celadon from two countries is different. Think aloud to model how to compare the celadon from different countries using the sentence frame. _____

Sample Think Aloud

In each clause, I will complete the first blank by naming a country and in the second blank I will describe a detail about its celadon. For example, I could say, “Celadon in China is transparent green, but celadon in Korea is bluish green.”

LAND 5 minutes**Demonstrate Learning**

1.  **Introduce the learning task.** Instruct students to Mix and Mingle to respond to this prompt using the sentence frame:

 **Compare the celadon from two different countries.**

Language Support

For students with beginning English proficiency, invite students to orally rehearse a response to the prompt using the sentence frame with a partner prior to participating in the Mix and Mingle.

Language Expansion

For students with intermediate English proficiency, encourage them to form new sentences to compare the celadon from different countries or by describing different details with each new partner during the Mix and Mingle.

Analyze Student Progress

Monitor: Do students describe how the celadon from two countries is different?

Offer Immediate Support: If students need additional support comparing the celadon from different countries, encourage them to review the responses about the color of celadon on their completed chart. Instruct students to select two countries to discuss, and prompt them to complete the sentence frame by naming the countries they selected and describing the color of their celadon.

2. Invite a few students to share their responses.

Key Ideas

- Celadon in China is transparent green, but celadon in Thailand is translucent grayish green.
- Celadon in Korea is designed with inlaid patterns, but celadon in China is decorated with incised patterns.
- Celadon in Thailand is decorated with carved lines, but celadon in Korea is decorated with flowers and birds.

3. Summarize that all celadon is created the same way but that the color and design of celadon from each country is unique.



Prologue to Lesson 12

Essential Question | How does tradition influence art?

OVERVIEW

Preview

Students examine a dilemma Tree-ear faces in *A Single Shard*. As they discuss the choice that Tree-ear makes, students practice connecting new ideas to a current discussion. This work prepares students to compare Tree-ear's ethical dilemmas in lesson 12.

Learning Goal

Examine the dilemma that Tree-ear faces when he learns about Kang's vase design.

LEARNING TASK: Form an opinion about whether Tree-ear makes the best decision and share at least one reason to support your choice.

Language Progress

In this lesson, students work on this module speaking and listening goal: Connect new ideas to the current discussion.

To support students with beginning English proficiency, use the sentence frames from the Talking Tool to write a model discussion about a familiar topic. Display the model discussion, and instruct students to identify the sentences that connect new ideas. To support students with intermediate English proficiency, provide a handout with an incomplete model discussion about a familiar topic. Instruct students to complete the model by adding sentences that connect new ideas using the sentence frames from the Talking Tool.

Vocabulary

dilemma (n.) **P**

Materials

TEACHER

- *A Single Shard*
- class Tree-ear's Dilemma (*Prologue* Student Resources appendix)

STUDENTS

- *A Single Shard*
- Tree-ear's Dilemma (*Prologue* Student Resources appendix)
- Talking Tool (*Learn* book)

Preparation

- none

LAUNCH 5 minutes

Build Knowledge About Dilemmas

1. Instruct students to imagine this scenario: You accidentally find the answer sheet to a big upcoming test on the teacher's desk. Ask these questions:

 **Would you take the answer sheet and use it? Why or why not?**

2. Emphasize that students just discussed facing a dilemma. Introduce the vocabulary term *dilemma* by displaying the term and definition. Engage students in Vocabulary Exploration.

Language Support

The term *dilemma* has a Spanish cognate: *dilema*. Share this language connection with students whose home language is Spanish.

3. Invite students to share with a partner a time they faced a dilemma. Encourage them to share the difficult choice and how they responded.

Language Support

If possible, pair students who speak the same home language and instruct them to complete the task.

4. Tell students that they will now discuss a dilemma that Tree-ear faces in *A Single Shard*.

Definition

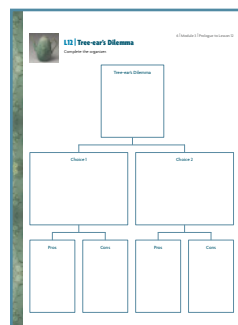
dilemma (n.): a situation in which you have to make a difficult choice

LEARN 20 minutes

Analyze Tree-ear's Dilemma

1. Direct students to *A Single Shard*. Explain that at the end of chapter 6, Tree-ear sees Kang create a beautiful vase using a new technique and a chrysanthemum design. Emphasize that Tree-ear now knows Kang's secret and faces a dilemma.

2. Display the class Tree-ear's Dilemma, and distribute copies to students. Tell students that they will use this organizer to examine the difficult choice Tree-ear makes in the story.
3. Instruct students to follow along and listen closely for details about Tree-ear's dilemma as you read an excerpt from chapter 7. Read aloud the portion of pages 63–64 from “And, Tree-ear was” to “stealing Kang’s idea?” Instruct students to Think–Pair–Share to answer this question:



What is Tree-ear's dilemma?

Language Support

For students with beginning English proficiency, provide this supporting question: What are the two choices Tree-ear must decide between?

4. Reinforce the correct response: Should he tell Min about Kang's new idea or keep Kang's idea a secret? Direct attention to the Choice 1 and Choice 2 boxes on the class organizer and add these two choices: “tell Min about Kang's idea” and “keep Kang's idea a secret.” Invite students to write the responses in the choice boxes on their organizers.
5. Reinforce that Tree-ear's choice is a dilemma because it is very difficult for him to decide what to do. Emphasize that both choices could result in good things, or pros, and bad things, or cons. Direct attention to the class organizer, and Echo Read the headings under each choice. Tell students that pros describe reasons to do something, so students will write the possible good effects of each choice in these columns. Cons describe the reasons not to do something, so students will write the possible bad effects of each choice in these columns.
6. Explain that students will use textual evidence to discuss the pros and cons of Tree-ear's choices. Instruct students to follow along as you read aloud the portion of pages 63–64 from “So when Min” to “to the world.” Ask these questions:

What is one pro, or good thing, that could happen if Tree-ear tells Min about Kang's idea?

What is one con, or bad thing, that could happen if Tree-ear tells Min about Kang's idea?

Key Ideas

- **pros:** Min can copy the idea; Min will make the most beautiful celadon; Min will win the royal commission.
- **cons:** Using Kang’s idea is stealing; Tree-ear will feel guilty; Crane-man will be disappointed in Tree-ear.

7. Emphasize that even though there are multiple pros and cons, students will only add one pro and one con to the dilemma organizer. Model how to add a pro and a con to the class organizer. Then invite students to add a pro and a con to their organizers.
8. Explain that students will work with a partner to discuss the pros and cons of Tree-ear keeping Kang’s secret. Direct students to the Talking Tool, located in the *Learn* book. Read aloud these sentence frames:
 - I hear you say that _____. To build on that idea, _____.
 - I hear you say that _____. A different perspective is _____.
9. Tell students that they can use these sentence frames to connect ideas about the pros and cons of Tree-ear’s choices. Think aloud to model how to use the sentence frames to discuss Tree-ear’s dilemma.
10. Instruct students to work with a partner to add at least one pro and at least one con to the organizer that could result from Tree-ear keeping Kang’s secret. Encourage students to use the sentence frames to connect ideas during their discussions.

Language Support

For students with beginning English proficiency, provide these supporting questions:

- What is one good thing that could happen if Tree-ear keeps Kang’s secret?
- What is one bad thing that could happen if Tree-ear keeps Kang’s secret?

Language Expansion

For students with intermediate English proficiency, encourage them to add to their organizers an additional pro and an additional con for each of Tree-ear’s choices.

Sample Think Aloud

If I want to connect ideas to a current discussion, I can first repeat what my partner says. Then I can share an idea that adds on to theirs, or I can share an idea that provides a different point of view. For example, I might say, “I hear you say that Tree-ear would be stealing if he told Kang’s secret to Min. A different perspective is that if Tree-ear tells Kang’s secret, then Min could make his pottery better.”

11. Invite a few students to share their responses. Use responses to add one pro and one con to the class organizer.

Key Ideas

- **pros:** Keeping Kang’s secret is the right thing to do; Crane-man will not be upset; Tree-ear can keep his honor.
- **cons:** Min’s celadon will not be the best; Kang will win the royal commission.


12. Tell students that they will now discuss Tree-ear’s decision. Instruct students to read the portion of page 64 from “Tree-ear did not” to “of Kang’s idea.” Ask this question:

 **What did Tree-ear decide to do?**

13. Reinforce the correct response: to keep Kang’s idea a secret. Tell students they will now analyze Tree-ear’s choice. Explain that students will discuss his choice in small groups. Invite students to review their completed organizers to determine if they think Tree-ear made the best choice.

LAND 5 minutes

Demonstrate Learning

1. Form small groups.
2.  **Introduce the learning task.** Instruct students to discuss these questions with their small groups:

 **Do you think Tree-ear made the best choice? Why or why not?**

Remind students to use the sentence frames from the Talking Tool to connect new ideas to the current discussion.

Language Support

For students with beginning English proficiency, provide these sentence frames for students to choose from:

- I think Tree-ear made the best choice because _____.
- I do not think Tree-ear made the best choice because _____.

Analyze Student Progress

Monitor: Do students discuss their opinion about whether Tree-ear made the best choice and share at least one reason to support their opinion?

Offer Immediate Support: If students need additional support discussing their opinion about Tree-ear's choice, direct them to the class organizer and read aloud the pros and cons for each choice. Prompt them to select the choice they would make, and ask these questions: Did you make the same choice as Tree-ear? Why or why not?

3. Invite a few students to share their responses.**Key Ideas**

- I think Tree-ear made the best choice because stealing something, even an idea, is wrong.
- I think Tree-ear made the best choice because Min's pottery could still be the best.
- I do not think Tree-ear made the best choice because I think Min should get the royal commission.

4. Summarize that examining the choices characters make when they face a dilemma helps readers better understand a text.



Prologue to Lesson 15

Essential Question | How does tradition influence art?


OVERVIEW

Preview

Students examine the claim, evidence, and elaboration in the Writing Model for Module 3. As they discuss how Tree-ear's actions connect to the author's claim, students practice using elaboration to explain evidence and identify its relationship to the thesis statement. This work prepares students to elaborate on evidence in lesson 15.

Learning Goal

Examine how elaboration expands and connects evidence to the author's claim in the Writing Model for Module 3.


 **LEARNING TASK:** Share at least one reason why authors use elaboration in argument writing.

Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use elaboration to explain evidence and identify its relationship to the thesis statement.

To support students with beginning English proficiency, provide additional visual models (e.g., a web organizer or a drawing of a tree with the claim written on the trunk and the evidence and elaboration in the branches). To support students with intermediate English proficiency, encourage them to expand their explanations of the connections between elaboration and the author's claim by using this sentence frame: I think _____ because _____.

Vocabulary

elaboration (n.) 

Materials

TEACHER

- *A Single Shard*
- class Writing Model for Module 3 (*Learn* book, Writing)

STUDENTS

- *A Single Shard*
- color-coded Writing Model for Module 3 (*Learn* book, Writing)

Preparation

- none

LAUNCH 5 minutes

Build Knowledge About Elaboration

1. Remind students that they have been working on argument writing. Emphasize that argument writing is similar to informative writing, but in argument writing the thesis presents a claim. Facilitate a brief discussion of this question:

 **What is a claim in argument writing?**

2. Reinforce the correct response: an opinion or idea that the author supports with reasons and evidence. Activate prior knowledge by asking this question:

 **Why are evidence and reasons important in argument writing?**

3. Reinforce the correct response: because they support the author's claim. Explain that in addition to evidence and reasons, authors also use elaboration to develop their claim in argument writing. Introduce the vocabulary term *elaboration* by displaying the term and definition. Engage students in Vocabulary Exploration.

Language Support

The term *elaboration* has a Spanish cognate: *elaboración*. Share this language connection with students whose home language is Spanish.

4. Explain that when writers elaborate on evidence, they have two goals: to extend and connect. Display and Echo Read the terms *extend* and *connect*. Explain that elaboration sentences extend by giving more details, facts, definitions, or examples related to the evidence. Elaboration sentences connect by explaining why evidence is important and how it supports the thesis.

Language Support

For students with beginning English proficiency, use a gesture to illustrate the meanings of *extend* (e.g., spreading arms out wide) and *connect* (e.g., moving one arm in a circle to connect back to the other hand).

5. Tell students that they will now examine the evidence and elaboration sentences in the Writing Model for Module 3.

Definition

elaboration (n.): the addition of details to discuss something more fully

LEARN 20 minutes

Examine Evidence and Elaboration

1. Display the class Writing Model for Module 3, and direct students to the color-coded version in their *Learn* book. Read aloud the prompt. Emphasize that the response is an example of an argument essay about a trait that is important to Tree-ear's success in the text.
2. Direct students to the sentence color-coded green in the model. Remind students that the last sentence of the first paragraph is the thesis. Emphasize that the thesis in argument writing includes a claim. Instruct students to read the sentence and to then answer this question with a partner:

 **What claim does the author make in the thesis?**

Language Support

For students with beginning English proficiency, provide a student-friendly definition for *determination*, such as “a quality that makes you continue trying to do or achieve something that is difficult.”

3. Listen for students to determine the correct response: The character trait of determination helped Tree-ear become Min's worker and to be successful in his work. Underline the words “Tree-ear's determination” in the thesis statement on the class writing model, and label it “claim.” Explain that the claim is that Tree-ear's determination is the character trait most relevant to his success. Invite students to annotate the claim in the writing model in their *Learn* books.
4. Direct students to the paragraphs color-coded yellow and blue in the model. Reinforce that these paragraphs show evidence that supports the author's claim and elaboration that extends and connects the evidence to the claim.
5. Tell students that they will now examine the evidence in these paragraphs and discuss how the elaboration extends the evidence and connects it to the claim.

Language Expansion

For students with intermediate English proficiency, encourage them to predict what evidence they may find in the proof paragraphs by discussing these questions with a partner: What evidence do you expect to find in the second paragraph of the writing model? Why do you think that?

6. Direct attention to the second paragraph of the writing model, color-coded yellow. Instruct students to listen for evidence of how Tree-ear shows determination. Read aloud the portion of the second paragraph from “When Min catches” to “damaged his pots.” Based on your students’ needs, pause to define select words with a synonym (e.g., *accused*, *composure*, *trespassing*).

7. Facilitate a brief discussion of this question:


 **What evidence from the text does the author include to support their claim that Tree-ear shows determination?**

8. Reinforce the correct response: “He kept his voice respectful, but his words were proud’ (17).” Underline the sentence and label it “evidence.” Then draw a line connecting the sentence to the claim. Invite students to annotate the writing model similarly in their *Learn* books. Instruct students to Think–Pair–Share to answer this question:

 **How does the evidence connect to the author’s claim?**

Key Ideas

- The evidence supports the author’s first reason that supports their claim.
- It describes how Tree-ear was determined to defend himself.
- It shows how Tree-ear was calm, yet firm, when talking to Min.

9. Remind students that elaboration sentences extend the evidence by adding details and helping to connect the evidence to the author’s claim. Think aloud to model identifying the elaboration sentence by noticing how it adds details and connects to the evidence. 

10. Underline the sentence and label it “elaboration.” Then draw a line connecting the sentence to the claim. Invite students to annotate the writing model similarly in their *Learn* books.

11. Tell students that they will now listen for additional examples of evidence and elaboration sentences in this paragraph. Read aloud the portion of the second paragraph from “When Tree-ear” to “repay his debt.”

Sample Think Aloud

The sentence after the evidence sentence adds detail to the evidence by explaining that Tree-ear damaged Min’s pots. The sentence also connects the evidence to the claim in the thesis by telling how Tree-ear shows determination when he first interacts with Min. Therefore, I can conclude that this sentence is an elaboration sentence because it extends the evidence and helps connect it to the author’s claim.

12. Instruct students to work with a partner to underline and annotate the evidence and elaboration sentences in this portion of the writing model.
13. Invite a few students to share their responses.
14. Reinforce the correct responses:
 - **evidence**—“Tree-ear is determined to convince Min as shown when ‘Tree-ear crossed his arms stubbornly and did not look away’ (18–19).”
 - **elaboration**—“Tree-ear is determined to have a positive interaction with Min, and as a result, Min agrees to let Tree-ear work for him to repay his debt.”

Language Support

For students with beginning English proficiency, provide these supporting questions to help students identify the evidence and elaboration sentences:

- Which sentence describes an event from the text?
 - Which sentence extends and connects the evidence to the author’s claim?
15. As students share their responses, underline and label the sentences on the class writing model. Draw lines to connect each sentence to the author’s claim. Instruct students to Think–Pair–Share to answer this question:

 **How did you know which sentence was the elaboration sentence?**

Key Ideas

- The elaboration sentence gives more detail about the evidence.
 - The elaboration sentence helps connect the evidence to the author’s claim about Tree-ear’s determination.
16. Facilitate a brief discussion of this question:

 **How does the elaboration sentence help connect the evidence to the author’s claim?**


Key Ideas

- The elaboration sentence helps connect the evidence to the author’s claim by telling how Tree-ear’s determination causes him to have a positive interaction with Min.
- It helps connect the evidence to the author’s claim by explaining how Tree-ear’s determination leads to him working for Min.

17. Tell students that they will now discuss in small groups the purpose of elaboration in argument writing.

LAND 5 minutes

Demonstrate Learning

- 1.**  **Introduce the learning task.** Instruct students to discuss this question in small groups:

 **Why do authors use elaboration in argument writing?**

Analyze Student Progress

Monitor: Do students share at least one reason why authors use elaboration in argument writing?

Offer Immediate Support: If students need additional support describing why authors use elaboration in argument writing, instruct students to review their annotations on the writing model and provide this sentence frame: Authors use elaboration in argument writing to _____.

- 2.** Listen for students to address key ideas in their discussions.

Key Ideas

- Authors use elaboration in argument writing to add more details to the evidence.
- Authors use elaboration in argument writing to help connect the evidence to the author’s claim.

- 3.** Summarize that the elaboration in the writing model adds details about Tree-ear’s determination and helps connect the evidence to the author’s claim that Tree-ear’s determination helps him be successful.



Prologue to Lesson 16

Essential Question | How does tradition influence art?

OVERVIEW

Preview

Students perform a Readers' Theater for *A Single Shard* and analyze interactions between Tree-ear, Min's wife, and Min. As they discuss these character interactions, students practice connecting new ideas to a current discussion. This work prepares students to compare and contrast characters' interactions in lesson 16.

Learning Goal

Analyze Tree-ear's interactions in a Readers' Theater for *A Single Shard*.

 **LEARNING TASK:** Describe a detail about Tree-ear and Min's relationship.

Language Progress

In this lesson, students work on this module speaking and listening goal: Connect new ideas to the current discussion.

To support students with beginning English proficiency, make a chart with sample discussion sentences using the sentence frames from the Talking Tool. Then instruct students to draw lines to match the sentences that connect and/or build. To support students with intermediate English proficiency, display a sample claim about a familiar topic and the sentence frames from the Talking Tool. Then instruct students to form and share a new idea that connects to the claim.

Vocabulary

none

Materials

TEACHER

- *A Single Shard*
- Talking Tool (digital platform)

STUDENTS

- Readers' Theater for *A Single Shard* (*Learn* book)

Preparation

- none

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Display *A Single Shard*. Direct students to the Readers' Theater for *A Single Shard*, located in the *Learn* book. Instruct students to notice and wonder about it with a partner.
2. Invite a few students to share what they notice and wonder. Use responses to emphasize that this is a Readers' Theater. Remind students that in a Readers' Theater they will perform a scene by speaking lines and adding dramatic elements, such as facial expressions and gestures.
3. Direct students to the names at the top of each page. Ask this question:

☰ **Who are the characters in this Readers' Theater?**

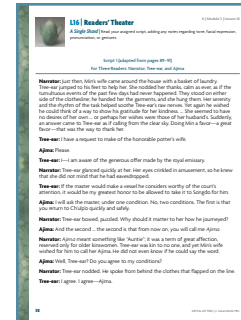
4. Reinforce the correct responses: Narrator, Tree-ear, Ajima, and Min. Remind students that Ajima is Min's wife. Facilitate a brief discussion of these questions:

☰ **What do you know about Min?**

☰ **What do you know about Min's wife?**

Key Ideas

- **Min:** a master potter, gives Tree-ear lots of hard work to do, short tempered, does not show Tree-ear kindness very often
 - **Min's wife:** calm and helpful, feeds Tree-ear, makes him extra food, often shows Tree-ear kindness
5. Tell students that they will read an excerpt from the Readers' Theater to examine the interactions between Tree-ear, Min's wife, and Min.



LEARN 20 minutes

Analyze Tree-ear's Interactions

1. Explain that students will first listen to the excerpt of the Readers' Theater about Tree-ear and Min's wife, Ajima. Inform students that you will perform the role of the Narrator.
2. Invite two students to volunteer to help you read aloud the interaction in the Readers' Theater. Assign one student the role of Ajima and the other student the role of Tree-ear. Perform the portion of the Readers' Theater from "Narrator: Just then," to "I agree—Ajima."
3. Tell students that they will now examine portions of this excerpt to think more about Tree-ear and Ajima's interaction. Reread the portion of the Readers' Theater from "Narrator: Just then," to "Songdo for him." Facilitate a brief discussion of this question:

 **What happens during this part of the interaction?**

Language Support

For students with beginning English proficiency, explain that an interaction is the act of talking or doing things with other people.

Key Ideas

- Tree-ear wants to show thanks and kindness to Min's wife (Ajima).
- Tree-ear offers to take Min's pottery to Songdo to show thanks to Min's wife (Ajima).

Language Expansion

For students with intermediate English proficiency, encourage them to use transition words to describe the events in this portion of the interaction. For example, students may use the transition word so to say, "Tree-ear wants to show Ajima thanks, so he offers to take Min's pottery to Songdo."

4. Instruct students to work with a partner to perform the portion of the Readers' Theater from "Ajima: I will ask" to "say the word." Ask this question:

 **What happens during this part of their interaction?**

Key Ideas

- Min’s wife (Ajima) agrees to ask Min if Tree-ear can take the vessels to Songdo, on the condition that Tree-ear returns quickly and safely.
- Min’s wife tells Tree-ear to call her Ajima.
- Tree-ear is made speechless by Ajima’s show of affection.

5. Tell students that they are going to discuss how they think Tree-ear and Min’s wife feel during their interaction. Display the Talking Tool and read aloud these sentence frames: I hear you say that _____. To build on that idea, _____. Remind students that they can use these sentence frames to connect new ideas in a discussion.

Think aloud to model how to use the sentence frames to connect new ideas to a discussion about the interaction between Tree-ear and Min’s wife.

6. Tell students that they will now discuss how Tree-ear and Min’s wife feel during their interaction. Instruct students to use the sentence frames and Think–Pair–Share to answer these questions:



How does Min’s wife feel about Tree-ear? How do you know?



How does Tree-ear feel during this interaction with Min’s wife? How do you know?

Language Support

For students with beginning English proficiency, provide a word bank of terms that students can use to describe the characters’ feelings. Include terms such as *angry*, *care*, *confused*, *disappointed*, *fond*, *grateful*, *happy*, *love*, *nervous*, *sad*, and *upset*.

Key Ideas

How Min’s Wife Feels About Tree-ear

- I hear you say that Min’s wife cares for Tree-ear. To build on that idea, I know she is fond of Tree-ear because she tells him to return quickly and safely.
- I hear you say that Min’s wife loves Tree-ear like he is family. To build on that idea, Min’s wife shows her love when she invites Tree-ear to call her Ajima.

Sample Think Aloud

If I want to connect ideas to a current discussion, I can first repeat what my partner says. Then I can share an idea that adds to theirs. For example, I might say, “I hear you say that Tree-ear wants to show thanks to Min’s wife. To build on that idea, I think Tree-ear feels grateful to Min’s wife for the kindness she shows him.”

How Tree-ear Feels

- I hear you say that Tree-ear feels a little confused. To build on that idea, Tree-ear doesn't understand why Min's wife insists he would return quickly and safely.
- I hear you say that Tree-ear feels grateful. To build on that idea, I think Tree-ear could not respond because he is so overcome with gratitude.
- I hear you say that Tree-ear feels happy. To build on that idea, he must be happy when he responds to Min's wife by calling her Ajima.

7. Facilitate a brief discussion of this question:

 **What did you learn about Tree-ear and Min's wife's relationship by analyzing their interaction?**

Key Ideas

- Min's wife and Tree-ear care for each other very much.
- Min's wife and Tree-ear are happy to think of each other as family.

8. Tell students that they will now examine Tree-ear's interaction with Min. Form groups of three, and assign members the roles of the Narrator, Tree-ear, and Min. Instruct students to perform the portion of the Readers' Theater from "Narrator: Two days" to "not my son." Ask this question:

 **What happens during Tree-ear and Min's interaction?**

Key Ideas

- Tree-ear asks Min to teach him how to make celadon.
- Min refuses to teach Tree-ear pottery because Tree-ear is not his son.

9. Explain that students will use the sentence frames to discuss how Tree-ear and Min feel during their interaction. Remind students to use the sentence frames, and instruct them to discuss these questions with a partner:

 **How does Tree-ear feel during the interaction? How do you know?**

 **How does Min feel during the interaction? How do you know?**

Language Support

For students with beginning English proficiency, provide these supporting questions:

- How do you think Tree-ear feels when he is asking Min to teach him about pottery?
- How do you think Min feels when he slams the pot back onto the wheel?

10. Listen for students to address key ideas and practice connecting ideas during their discussions.


Key Ideas

- **Tree-ear:** I hear you say that Tree-ear feels nervous during the interaction. To build on that idea, Tree-ear is intimidated by Min so he feels nervous to make his request.
- **Tree-ear:** I hear you say that Tree-ear feels disappointed. To build on that idea, Tree-ear is disappointed and hurt that Min will not teach him.
- **Min:** I hear you say that Min is angry during the interaction. To build on that idea, Min shows he is angry when he slams the pot back onto the wheel and says no to Tree-ear.
- **Min:** I hear you say that Min feels upset with Tree-ear. To build on that idea, I think Min is upset and sad that his son died, more than he is angry at Tree-ear.

11. Tell students that they will now discuss in small groups what they learned about Tree-ear and Min's relationship by examining their interaction.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Remind students to use the sentence frames to connect ideas during their discussions. Instruct students to discuss this question in small groups:

 **What did you learn about Tree-ear and Min’s relationship by analyzing their interaction?**

Language Support

For students with beginning English proficiency, provide a word bank of terms that students can use to describe the characters’ relationships. Include terms such as *courage*, *intimidating*, *nervous*, *reminds*, *requests*, *respects*, *sad*, and *unkind*.

Analyze Student Progress

Monitor: Do students share at least one detail about Tree-ear and Min’s relationship?

Offer Immediate Support: If students need additional support sharing a detail about their relationship, ask these questions: Do you think Min cares for Tree-ear? Why or why not?

2. Listen for students to address key ideas in their discussions.

Key Ideas

- I hear you say that you think Tree-ear respects and fears Min. To build on that idea, I think that is why Tree-ear needs to have courage to make his request.
 - I hear you say that Min is unkind to Tree-ear. To build on that idea, I think Tree-ear reminds Min of his dead son and causes Min to feel sad, which is why he can be unkind sometimes.
 - I hear you say that Min does not want Tree-ear to be in his family. To build on that idea, that is why Min will not teach Tree-ear how to throw a pot and create celadon.
3. Summarize that analyzing Tree-ear’s interactions with Min’s wife and with Min reveals how the characters feel about each other in the story.



Prologue to Lesson 18

Essential Question | How does tradition influence art?


OVERVIEW

Preview

Students compare how Min and Kang complete the artistic process in *A Single Shard*. As they discuss how Min and Kang incise their celadon and make replicas, students practice connecting new ideas to a current discussion. This work prepares students to determine a central idea of chapters 5–8 of *A Single Shard* in lesson 18.

Learning Goal

Compare Min's and Kang's artistic processes in *A Single Shard*.

 **LEARNING TASK:** Describe what is similar and different about how Min and Kang make replicas of their celadon.

Language Progress

In this lesson, students work on this module speaking and listening goal: Connect new ideas to the current discussion.

To support students with beginning English proficiency, make a chart with sample discussion sentences using the sentence frames from the Talking Tool. Then instruct students to draw lines to match the sentences that connect and/or build. To support students with intermediate English proficiency, display a sample claim about a familiar topic and the sentence frames from the Talking Tool. Then instruct students to form and share a new idea that connects to the claim.

Vocabulary

none

Materials

TEACHER

- *A Single Shard*
- class Artistic Process Note Catcher (*Prologue* Student Resources appendix)
- Talking Tool (digital platform)

STUDENTS

- *A Single Shard*
- Artistic Process Note Catcher (*Prologue* Student Resources appendix)

Preparation

- none

LAUNCH

5 minutes

Discuss Prior Knowledge

1. Display the class Artistic Process Note Catcher. Invite students to notice and wonder about the chart.
2. Emphasize that the chart describes the steps the potters take to create celadon. Instruct students to Think–Pair–Share to answer this question:

 **What do you remember learning about celadon?**

Language Support

If possible, pair students who speak the same home language and instruct them to discuss this question.

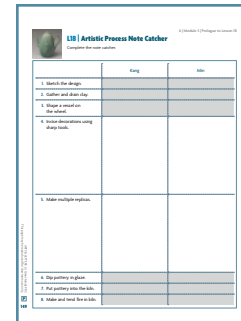
Key Ideas

- Celadon is a green ceramic glaze.
- Celadon is a type of green pottery.
- Celadon was first created in China a very long time ago.
- The color and design of celadon from different countries are unique.

3. Display the front cover of *A Single Shard*. Ask this question:

 **Who are the master potters that create celadon in the text?**

4. Reinforce the correct response: Min and Kang. Tell students that they will revisit the text to compare Min's and Kang's artistic processes as they create celadon.



L18 | Artistic Process Note Catcher
Complete the note catcher.

	Kang	Min
1. Sketch the design.		
2. Gather and shape clay.		
3. Shape a pedestal (the stand).		
4. Use hand-pressures using sharp tools.		
5. Make multiple copies.		
6. Dip pottery in glaze.		
7. Put pottery into the kiln.		
8. Make and test the tools.		

LEARN 20 minutes

Compare Min's and Kang's Artistic Processes

1. Distribute the Artistic Process Note Catcher. Direct attention to the steps of the artistic process, and read them aloud. As needed, pause to define unknown terms, such as *incise*, *kiln*, *replicas*, and *vessel*.
2. Tell students that they will use this note catcher to collect evidence about how Kang and Min create their celadon. Explain that they will jot notes about how each potter completes two important steps of the process.
3. Direct attention to the box under Kang, step 4 and Echo Read step 4. Instruct students to listen for details about how Kang completes this step of the process. Read aloud the portion of pages 58–59 from “With the two” to “the vase itself.” Use gestures to support comprehension. Ask this question:

 **How does Kang incise and decorate the wine cup?**

Key Ideas

- Kang cuts a crude chrysanthemum design into the cup.
- He cuts away the extra clay, leaving spaces.
- He fills the empty spaces with white and red slip.
- He smooths the surface of the cup to create an inlay design.

As students share, add responses to the class note catcher about how Kang incises his artwork. Invite students to jot notes on their charts as well.

4. Direct attention to the box under Min, step 4. Instruct students to listen for details about how Min completes this step of the process. Read aloud the portion of pages 76–77 from “Min used sharp” to “as if alive.” Use gestures to ensure comprehension.
5. Instruct students to work with a partner to jot notes on their note catchers about how Min incises his celadon.

6. Invite a few students to share their responses. Add their responses to the class note catcher.

Key Ideas

- Min etches the design lightly with the finest point.
- Then he carves out the design with other tools.
- Min inscribes lotus blossoms and peonies on the vases.
- He leaves spaces in the design for inlay work.
- Min's design work is finer and more detailed.

7. Tell students that they will now use their notes to discuss how Min and Kang's incision work is similar and different. Display the Talking Tool and read aloud these sentence frames:

- I hear you say that _____. To build on that idea, _____.
- I hear you say that _____. A different perspective is _____.

Remind students that they can use these sentence frames to connect ideas to a discussion. Think aloud to model how to use sentence frames to connect new ideas to the discussion about Min and Kang's incision work.

8. Tell students that they will now practice using the sentence frames as they discuss Min and Kang's incision work. Instruct students to discuss these questions with a partner:

 **How is Min's incision work different from Kang's?**

 **How is Min's work similar to Kang's?**

Language Supports

For students with beginning English proficiency, explain that incision work is the result of cutting a design into something. Provide images to support understanding.

In addition, provide a word bank to help students describe the incision work of Min and Kang. Include terms such as *crude*, *depressions*, *design*, *detailed*, *fine*, *inlay*, *neat*, and *slip*.

Sample Think Aloud

If I want to connect ideas to a current discussion, I can first repeat what my partner says. Then I can share an idea that adds on to theirs, or I can share an idea that provides a different point of view. For example, I might say, "I hear you say that Min's designs are finer and more detailed than Kang's. To build on that idea, Min also works more carefully than Kang." Or I could say, "I hear you say that Min's designs are finer and more detailed than Kang's. A different perspective is that Kang works more quickly to create more pieces than Min."

9. Listen for students to address key ideas and practice connecting ideas during their discussions.

Key Ideas

- **different:** I hear you say that Kang cuts crude designs, while Min’s designs are very neat. To build on that idea, Min works slowly and carefully as he incises, but Kang works more quickly.
- **different:** I hear you say that Min’s designs are finer and more detailed than Kang’s. A different perspective is that Kang’s inlay idea is more creative than Min’s work.
- **similar:** I hear you say that both Kang and Min use red and white slip. A different perspective is that Min copies the idea from Kang to use slip.
- **similar:** I hear you say that Kang and Min both leave depressions. To build on that idea, Min’s cuts and depressions are neater than Kang’s.

10. Explain that students will now compare how Min and Kang complete another step of the artistic process. Direct attention to step 5 on the class chart and Echo Read it.

11. Instruct students to listen closely for details about how Min and Kang create replicas. Read aloud the portion of pages 62–63 from “Min’s work was” to “eye was trained.” Facilitate a brief discussion of these questions:

 **How does Kang make replicas of his celadon?**

 **How does Min make replicas of his celadon?**

Key Ideas

- **Kang:** less patient, lacks caution when firing, does not make as many identical replicas
- **Min:** carefully ensures details are identical among replicas, makes as many as 10 identical copies of a vessel


Language Expansion

For students with intermediate English proficiency, encourage them to use topic-specific vocabulary about celadon in their responses.

12. Direct students to their charts. Direct attention to the row for step 5 and the box for each potter. Instruct students to work with a partner to jot a note about how each potter makes replicas of celadon.
13. Invite a few students to share their thinking. Add responses to the class chart.
14. Tell students that they will work in small groups to compare how Min and Kang complete this step of the artistic process. Remind students to use the sentence frames to connect ideas to the discussion.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to discuss the following prompt in their small groups:

 **Compare how Min and Kang make replicas of their celadon.**

Language Support

For students with beginning English proficiency, provide these sentence frames:

- Both Min and Kang _____.
- Min _____, but Kang _____.

Analyze Student Progress

Monitor: Do students describe what is similar and different about how Min and Kang make replicas of their celadon?

Offer Immediate Support: If students need additional support comparing how Min and Kang make replicas, prompt them to read the portion of page 67 from “Not only was” to “in the firing.” Then ask this question: What is different about how Min and Kang make replicas of celadon?

2. Listen for students to address key ideas and practice connecting ideas during their discussions.

Key Ideas

- Both Min and Kang make replicas of their celadon.
- Min is very cautious, but Kang is less patient.
- Min makes more replicas than Kang.
- I hear you say that both Kang and Min make replicas. To build on that idea, all the potters make replicas of celadon to be safe.
- I hear you say that Min is more cautious about firing than Kang. A different perspective is that Kang doesn't need to be as cautious because he works more quickly than Min and makes more celadon in general.

3. Summarize that both Min and Kang follow the steps of the artistic process to create celadon, but they complete each step in their own unique ways.



Prologue to Lesson 22

Essential Question | How does tradition influence art?


OVERVIEW

Preview

Students examine the potters' traditions in *A Single Shard*. As they discuss how the potters' traditions impact Tree-ear, students practice using precise language and topic-specific vocabulary to explain ideas. This work prepares students to determine if traditions in *A Single Shard* are helpful or harmful in lesson 22.

Learning Goal

Determine how the traditions in *A Single Shard* impact the characters.

 **LEARNING TASK:** Discuss whether the potters' traditions are helpful or harmful to Tree-ear.

Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use precise language and topic-specific vocabulary to explain ideas.

To support students with beginning English proficiency, provide a word bank of topic-specific vocabulary terms with their correlating images. Then ask students to supply the translation of the terms in their home language. To support students with intermediate English proficiency, display a word bank of topic-specific vocabulary. Instruct students to share with a partner the terms they know by sharing the meaning of words, and encourage them to identify words they don't know. Clarify the meaning of unknown words as needed.

Vocabulary

tradition (n.)

Materials

TEACHER

- *A Single Shard*
- Knowledge Card: *tradition*

STUDENTS

- *A Single Shard*

Preparation

- Create a word bank of topic-specific terms. Determine how to display for student reference. See the Learn section for details.

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Review the vocabulary term *tradition* by displaying the Knowledge Card. Direct attention to the image to spark students' memory. Engage students in Vocabulary Exploration.

**Language Support**

The term *tradition* has a Spanish cognate: *tradición*. Share this language connection with students whose home language is Spanish.

Definition

tradition (n.): a way of thinking, behaving, or doing something that has been used by the people in a particular family, group, or society for a long time

2. Direct students to *A Single Shard*. Remind students that the potters in *A Single Shard* have traditions. Instruct students to listen for details about one of the potters' traditions. Read aloud the portion of page 103 from "A story tells" to "stronger than law." Ask this question:

 **What is one of the potters' traditions in Ch'ulp'o?**

3. Reinforce the correct response: that sons of potters must become potters, so only sons of potters can be taught how to create celadon.
4. Emphasize that traditions, such as this one, can be helpful and harmful.

Language Support

For students with beginning English proficiency, review the meanings of *helpful* and *harmful*. Provide real-world examples of objects that are helpful and harmful to ensure understanding.

5. Tell students that they will examine how traditions in *A Single Shard* can be helpful and harmful.

LEARN 20 minutes**Examine Potters' Traditions**

1. Tell students that they can use the terms they have learned about making pottery to discuss how traditions in the story can be helpful and harmful. Display a word bank of pottery terms: *artist, celadon, incise, inlay, kiln, mold, potter, pottery, vessel, and wheel*. Read aloud the terms, and review meanings as needed.
2. Think aloud to model using a few terms to describe how the potters' tradition about sons learning the craft from their fathers is helpful to the people of Ch'ulp'o.
3. Emphasize that this tradition can also be harmful to some people of Ch'ulp'o. Instruct students to discuss with a partner how the tradition is harmful to Tree-ear. Encourage students to use terms from the word bank in their discussions.

 **How is this tradition harmful to Tree-ear?**

Language Support

If possible, pair students who speak the same home language and instruct them to complete the task.

4. Invite a few students to share their responses.

Key Ideas

- Min will not teach Tree-ear how to make celadon.
 - Tree-ear is not allowed to use a wheel to create pottery.
 - Tree-ear's ability to become an artist is limited because he is an orphan.
5. Tell students that they will now examine another potters' tradition and discuss how it may be helpful or harmful. Read aloud the portion of pages 98–99 from “The clay in” to “just blown open.” Explain that the phrase “The second door had just blown open” is figurative language that means “a new opportunity is available.” Ask this question:

 **What new opportunity does Tree-ear have?**

Sample Think Aloud

The tradition that states that potters' sons must learn the art of celadon is helpful to the people of Ch'ulp'o because it ensures that the community always has enough potters to make the vessels that the people need.

6. Reinforce the correct response: He can mold clay into shapes instead of learning how to use the wheel to make vessels. Emphasize that molding clay is another tradition of the potters in Ch’ulp’o.

7. Instruct students to Think–Pair–Share to answer these questions:

 **Do you think the potters’ tradition about molding is helpful or harmful to Tree-ear?**

 **Why do you think that?**

Encourage students to use terms from the word bank during their discussions.

Language Support

For students with beginning English proficiency, provide this sentence frame: I think the tradition is _____ to Tree-ear because _____.

Key Ideas



- I think the tradition is helpful to Tree-ear because it gives him a way to create celadon.
- I think the tradition is helpful to Tree-ear because he can teach himself to mold shapes and vessels.
- I think the tradition is harmful to Tree-ear because it could stop him from pursuing his goal to make celadon using a wheel.

Language Expansion

For students with intermediate English proficiency, prompt them to use textual evidence to give reasons to support their thinking. Encourage them to elaborate on the evidence to connect the evidence to their response.




8. Display these labels in two different places in the room:

- helpful
- harmful

9. Tell students that they will follow the instructional routine *Take a Stand* to discuss if the potters' traditions in Ch'ulp'o are helpful or harmful to Tree-ear. Explain how this routine works. First, you read aloud the displayed response options. Next, students decide which displayed response option best represents their thinking. Then, they move to the area of the room labeled with that response and discuss with others who chose the same response why they chose it. Each group shares their reasoning with the rest of the class. Finally, students can move to the other area of the room if they find that group's reasoning more compelling than their original group's ideas. If students have changed positions and if time allows, students may continue the discussion with their new group and share their reasoning with the class.
10. Explain that students will prepare for the routine by orally rehearsing their responses. Display and Echo Read this sentence frame: I think the potters' traditions are _____ to Tree-ear because _____.
11. Invite students to practice using the sentence frame with a partner to respond to these questions:
 -  **Do you think the potters' traditions in Ch'ulp'o are helpful or harmful to Tree-ear?**
 -  **Why do you think that?**

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Lead students through *Take a Stand* to answer these questions:
 -  **Do you think the potters' traditions in Ch'ulp'o are helpful or harmful to Tree-ear?**
 -  **Why do you think that?**

Analyze Student Progress

Monitor: Do students form a claim about the impact of the potters' traditions on Tree-ear and support it with text-based reasons?

Offer Immediate Support: If students need additional support forming a claim about the impact of the potters' traditions on Tree-ear, revisit pages 97–99 and invite students to help you develop a T-chart that shows reasons why the traditions are helpful and harmful to Tree-ear. Prompt students to use the chart to select a response and answer the questions.

2. Listen for students to address key ideas in their discussions.

Key Ideas

- I think the potters' traditions are helpful to Tree-ear because they show Tree-ear that he can become an artist by molding clay.
- I think the potters' traditions are harmful to Tree-ear because he cannot become a potter since he is an orphan.
- I think the potters' traditions are harmful to Tree-ear because they limit how much he can learn about using a wheel to make clay vessels.

3. Summarize that the potters of Ch'ulp'o have important traditions, and those traditions impact Tree-ear's development as an artist.



Prologue to Lesson 24

Essential Question | How does tradition influence art?


OVERVIEW

Preview

Students examine an excerpt of *A Single Shard* to determine how Tree-ear's feelings change about foxes. As they discuss Tree-ear's feelings, students practice elaborating on evidence to make clear connections and explain its significance. This work prepares students to explain how the symbolism of the fox affects Tree-ear's character development in lesson 24.

Learning Goal

Examine Tree-ear's feelings about foxes in *A Single Shard*.


 **LEARNING TASK:** Explain how Tree-ear's feelings about the fox change.

Language Progress

In this lesson, students work on this module speaking and listening goal: Elaborate on the evidence you use to make clear connections and explain its significance.

To support students with beginning English proficiency, provide students with these sentence frames: The text says _____. This proves _____. Model how to use the sentence frames to answer a text-based question using evidence and elaboration. To support students with intermediate English proficiency, prompt them to use textual evidence to answer a text-based question. Then ask guiding questions to help students explain the significance of the evidence (e.g., How does this evidence support your idea?).

Vocabulary

symbol (n.) 

Materials

TEACHER

- *A Single Shard*
- class Tree-ear's Feelings
(*Prologue* Student Resources appendix)

STUDENTS

- Tree-ear's Feelings
(*Prologue* Student Resources appendix)

Preparation

- none

LAUNCH 5 minutes

Build Knowledge About Symbols

1. Invite students to use a nonverbal signal (e.g., a thumbs-up or a thumbs-down) to respond to this question:

 **Do you know what a symbol is?**

Invite a few students who gave a thumbs-up to share an example of a symbol.

Key Ideas

- a heart that represents love
- a four-leaf clover that represents luck
- a dollar sign that represents money

2. Introduce the vocabulary term *symbol* by displaying the term and definition. Engage students in Vocabulary Exploration.

Language Support

The term *symbol* has a Spanish cognate: *símbolo*. Share this language connection with students whose home language is Spanish.

3. Display *A Single Shard*. Ask this question:

 **What animal is a recurring symbol in the text?**

4. Reinforce the correct response: a fox. Explain that foxes are often used as symbols in Korean folklore. Tell students that in this lesson they will examine Tree-ear's encounter with a fox and discuss how his feelings change throughout the story.
5. Summarize that Crane-man and Tree-ear fear foxes because in Korean culture foxes often symbolize evil trickery and danger. Tell students that in this lesson they will examine Tree-ear's encounter with a fox and discuss how his feelings change throughout the story.

Definition

symbol (n.): an action, object, or event that represents a particular idea or quality

LEARN 20 minutes

Examine Tree-ear’s Feelings About the Fox

1. Direct students to *A Single Shard*. Instruct them to listen for what Crane-man and Tree-ear believe about foxes as you read aloud the portion of pages 82–83 from “A fox, then” to “to its offspring.” Ask this question:

 **What do Crane-man and Tree-ear believe about foxes?**

Language Supports

If possible, pair students who speak the same home language, and instruct them to discuss this question.

Based on your students’ needs, pause to define select words with a synonym (e.g., *dreaded*, *fiendishly*, *lure*, *offspring*). Use subsequent readings to reinforce synonyms for the words you selected.

Key Ideas

- They dread foxes.
 - They think foxes are clever and evil.
 - They fear that foxes will trick them and harm them.
2. Remind students that they can examine what a character says and does to determine how they are feeling. Tell students that today they will determine how Tree-ear is feeling by examining what he says and does during his encounter with a fox.
 3. Explain that in this part of the text Tree-ear hears a creature approaching him in the woods. Instruct students to listen for what happens when the animal finally comes into view. Read aloud the portion of page 114 from “It was a” to “painful, bloody death.” Ask this question:

 **What happens during this part of the text?**

Language Support

For students with beginning English proficiency, instruct them to create a Tableau of Tree-ear’s encounter with the fox.

4. Reinforce the correct response: Tree-ear sees a fox while he is camping in the woods, and he closes his eyes to prevent the fox from tricking him. Emphasize that this excerpt describes how Tree-ear reacts when he first sees the fox.
5. Display the class Tree-ear's Feelings, and distribute copies to students. Direct attention to the piece of evidence in the first row taken from page 114. Instruct students to Think–Pair–Share to answer these questions:

 **How does Tree-ear feel when he first encounters the fox? How do you know?**

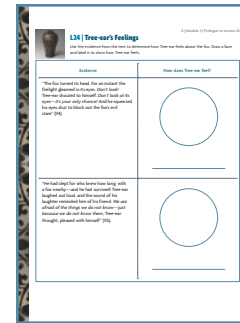
Language Support



For students with beginning English proficiency, provide a word bank of emotion words and correlating images (e.g., facial expressions).

Key Ideas

- **how Tree-ear feels:** afraid, nervous, panicked, scared, terrified
- **how you know:** The text says that he shouted to himself not to look at the fox, and he squeezed his eyes shut to block out the fox's evil stare.

6. Direct attention to the chart and Echo Read the heading of the second column: How does Tree-ear feel? Explain that students will draw and label a facial expression to answer this question for each piece of evidence on the chart. Think aloud to model how to draw and label a facial expression that shows how Tree-ear feels in the first piece of evidence.
7. Instruct students to draw and label their own response about how Tree-ear feels in the first piece of evidence.
8. Emphasize that students can elaborate on the evidence to explain their thinking. Display and Echo Read this sentence frame: This evidence proves that Tree-ear feels _____ because it says _____. Explain that students will use this sentence frame to practice elaborating. Think aloud to model how to use the sentence frame to elaborate on why Tree-ear feels scared.



Evidence	How does Tree-ear feel?
<p>"The fox looked at him. He glanced the strange glances he gave Tree-ear. He was afraid to look at the fox. He squeezed his eyes shut to block out the fox's evil stare." (114)</p>	 _____
<p>"The fox kept on looking at him with a look that said he was afraid. Tree-ear laughed and said, 'The worst of the fox's evil stare is that he looks at you when you are afraid of him.' Tree-ear said to himself, 'I am not afraid of the fox's evil stare. I am not afraid of the fox's evil stare.' (114)</p>	 _____

Sample Think Aloud

I think Tree-ear feels scared because the text says that he squeezed his eyes shut. So first I will draw a scared face in the circle. I'll add wide eyes, raised eyebrows, and an open mouth to show that Tree-ear is feeling scared. Then I will label the image by writing the word *scared* on the line below the face.

Sample Think Aloud

This evidence proves that Tree-ear feels scared because it says he squeezed his eyes shut to block out the fox's stare.

9. Invite a few students to use the sentence frame to share how Tree-ear feels when he first sees the fox.

Key Ideas

- This evidence proves that Tree-ear feels nervous because it says that he thinks the fox has an evil stare.
- This evidence proves that Tree-ear feels afraid because it says he hid himself between rocks.
- This evidence proves that Tree-ear feels panicked because it says he shouted to himself not to look at the fox.

10. Tell students they will now determine how Tree-ear feels after his encounter with the fox. Read aloud the portion of pages 114–115, from “The sound of” to “of his muscles.” Ask this question:

 **What happens during this part of the text?**

Language Support

For students with beginning English proficiency, invite them to act out this part of the text with a partner before describing what happens.

11. Reinforce the correct response: Tree-ear wakes up safe and realizes the fox did not harm him.
12. Instruct students to Think–Pair–Share to answer these questions:

 **How does Tree-ear feel after he encounters the fox? How do you know?**

Key Ideas

- **how Tree-ear feels:** confident, happy, pleased, relieved
- **how you know:** The text says that he laughed and that he was pleased with himself.

Language Expansion

For students with intermediate English proficiency, prompt them to generate synonyms for the emotion they identify. Encourage them to use a thesaurus or dictionary to create a list of more robust feeling words.

13. Direct attention to the piece of evidence in the second row on the chart. Invite students to follow along as you read it aloud. Direct attention to the circle in the second row. Instruct students to draw and label a facial expression to show how Tree-ear feels in this part of the text.

14. Pair students. Direct attention to this displayed sentence frame: Tree-ear feels _____ because _____. Remind students that they can use the sentence frame to elaborate on the evidence and explain their thinking. Instruct students to use the sentence frame to elaborate on how Tree-ear feels after he encounters the fox.

15. Listen for students to address key ideas.

Key Ideas

- This evidence proves that Tree-ear is happy because he is glad to be alive.
- This evidence proves that Tree-ear is relieved because he laughs at himself for being afraid of the fox.
- This evidence proves that Tree-ear is proud because he feels pleased with himself for remembering what Crane-man taught him.

16. Tell students that they just examined Tree-ear’s feelings during his encounter with the fox. Now they will Mix and Mingle to share how Tree-ear’s feelings change about the fox.

17. Explain that students will prepare for the Mix and Mingle by orally rehearsing with a partner. Display and Echo Read the following sentence frames: When Tree-ear encounters the fox, he feels _____ because _____. After he encounters the fox, he feels _____ because _____.


18. Instruct partners to use the sentence frames to practice sharing how Tree-ear’s feelings change about the fox. Remind students to elaborate on the evidence and explain their thinking.

Teacher Note

If time allows, students can use the sentence frames to write their response on an index card to prepare for the Mix and Mingle.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to Mix and Mingle to answer this question using the sentence frames:

 **How do Tree-ear's feelings change about the fox?**

Analyze Student Progress

Monitor: Do students use the sentence frames to explain how Tree-ear's feelings change about the fox?

Offer Immediate Support: If students need additional support explaining how Tree-ear's feelings change, direct them to the facial expressions they drew on their chart and prompt them to explain how Tree-ear feels when he first sees the fox and after the encounter. Then ask this question: Why do you think Tree-ear's feelings change about the fox?

2. Invite a few students to share their responses.

Key Ideas

- When Tree-ear encounters the fox, he feels afraid because he thinks foxes are evil. After he encounters the fox, he is happy because the fox did not harm him.
 - When Tree-ear encounters the fox, he feels scared because he thinks the fox will attack him. After he encounters the fox, he feels relieved because he is still alive.
 - When Tree-ear encounters the fox, he feels nervous because he does not know what the fox will do. After he encounters the fox, he is pleased because he survives and remembers what Crane-man told him.
3. Summarize that examining and elaborating on evidence about how a character's feelings change helps readers understand character development in a text.



Prologue to Lesson 25

Essential Question | How does tradition influence art?

OVERVIEW

Preview

Students analyze Tree-ear's words and actions to determine his character development. As they discuss Tree-ear's character development, students practice using transitions to clarify relationships among ideas. This work prepares students to discuss how events contribute to Tree-ear's character development in lesson 25.

Learning Goal

Examine Tree-ear's character development in *A Single Shard*.


 **LEARNING TASK:** Explain how Tree-ear changes or stays the same.

Language Progress

In this lesson, students work on this module language goal: Use transitions to clarify relationships among ideas.

To support students with beginning English proficiency, model how to use the transition *because* to elaborate on why you like an activity. Then pair students and invite them to use the transition to elaborate on their favorite activities. To support students with intermediate English proficiency, encourage them to form sentences with additional connecting transition words such as *also* and *so*.

Vocabulary

trait (n.) 

Materials

TEACHER

- *A Single Shard*
- class Tree-ear's Journey Organizer (*Prologue* Student Resources appendix)

STUDENTS

- Tree-ear's Journey Organizer (*Prologue* Student Resources appendix)

Preparation

- none

LAUNCH 5 minutes

Build Knowledge About Traits

1. Instruct students to discuss this question with a partner:

 **What words would you use to describe yourself?**

Language Support

If possible, pair students who speak the same home language, and instruct them to discuss this question.

2. Invite a few students to share their responses. Use responses to reinforce that students shared their character traits.
3. Introduce the vocabulary term *trait* by displaying the term and definition. Engage students in Vocabulary Exploration.
4. Explain that the people in stories also have character traits. Tell students that in this lesson they will examine Tree-ear's character traits and discuss how his character develops throughout the story.

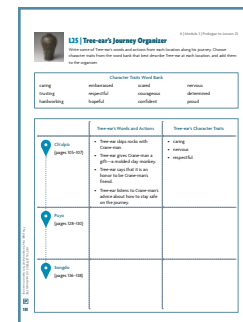
Definition

trait (n.): a quality that makes one person or thing different from another

LEARN 20 minutes

Examine Tree-ear's Character Traits

1. Display the class Tree-ear's Journey Organizer, and distribute copies to students. Tell students that they will use the organizer to help them analyze Tree-ear's words and actions to determine his character traits.
2. Direct attention to the Character Traits Word Bank. Explain that students can use the traits from this word bank or come up with other terms as they analyze Tree-ear's words and actions. Echo Read the traits in the word bank and review their meaning, as needed.



Character Traits Word Bank	
caring	respectful
thoughtful	helpful
responsible	courageous
determined	kind

Tree-ear's Words and Actions	Tree-ear's Character Traits
<ul style="list-style-type: none"> Tree-ear talks with Crane. Tree-ear gives Crane a gift. Tree-ear tells Crane about his journey. Tree-ear tells Crane about his journey. 	<ul style="list-style-type: none"> caring respectful
<ul style="list-style-type: none"> Tree-ear tells Crane about his journey. 	<ul style="list-style-type: none"> thoughtful

3. Echo Read the heading of the second column on the chart: Tree-ear’s Words and Actions. Explain that this column is for evidence notes from the text about Tree-ear’s words and actions at different points of his journey. Echo Read the heading of the last column on the chart: Tree-ear’s Character Traits. Explain that students will use their evidence notes to determine Tree-ear’s character traits and write them in this column.

4. Read aloud the evidence notes about Tree-ear’s words and actions in the Ch’ulp’o row. Invite students to use a nonverbal signal (e.g., a thumbs-up or a thumbs-down) to respond to the following questions:

 **Do you think Tree-ear is caring during this part of the story?**

 **Do you think Tree-ear is nervous during this part of the story?**

 **Do you think Tree-ear is respectful during this part of the story?**

5. Emphasize that characters often display multiple traits, and students may have different ideas about Tree-ear’s character traits. Tell students that they will use their evidence notes and the transition word *because* to explain their thinking. Think aloud to model selecting a trait and giving a reason using *because* and an evidence note.

6. Direct attention to the Puyo row on the chart and tell students they will now discuss Tree-ear’s character traits in Puyo. Remind students that in Puyo, Tree-ear encounters robbers who take and smash Min’s vases. Instruct students to listen closely to Tree-ear’s words and actions as you read aloud the portion of pages 128–130 from “He stood and” to “the single shard.” Ask this question:

 **What does Tree-ear do during this part of the story?**

Key Ideas

- Tree-ear looks for the second vase and finds it broken into pieces.
- Tree-ear discovers a shard large enough to show off Min’s work.
- Tree-ear wraps the shard to keep it safe.
- Tree-ear decides to carry on to Songdo to show the emissary the single shard.

Sample Think Aloud

In this part of the text, Tree-ear gives Crane-man a special gift he made of clay. I think this shows that Tree-ear is a caring person. So I can say, “Tree-ear is caring because he gives Crane-man a special gift he made of clay.”

7. As students share responses, add evidence notes about what Tree-ear does to the class organizer in the first column of the Puyo row. Invite students to add the evidence notes to their organizers.
8. Instruct students to work with a partner to analyze the evidence about Tree-ear’s actions to determine his traits during this part of the story. Encourage students to use traits from the word bank. Instruct students to write the traits in the second column of the Puyo row.
9. Remind students they can use their evidence notes and the transition word *because* to explain their thinking. Instruct students to Think–Pair–Share to answer these questions:

 **Which character trait best describes Tree-ear during this part of the story?**

 **Why do you think that?**

Language Support

For students with beginning English proficiency, provide this sentence frame: I think Tree-ear is _____ because _____.

Key Ideas

- I think Tree-ear is determined because he is continuing his journey despite the vases being broken.
- I think Tree-ear is hopeful because he hopes the emissary will give Min a commission just by viewing the single shard.
- I think Tree-ear is trusting because he thinks the emissary will give Min a fair chance even from just seeing a little bit of his work.

Language Expansion

For students with intermediate English proficiency, direct students to the Transition Words and Phrases Chart in their *Learn* books. Invite them to review the transitions in the Connect column and to choose other transition words they can use to explain their thinking or give a reason for something (e.g., *so*, *since*, *in conclusion*).

- 10.** Direct students to the Songdo row. Tell students they will now listen closely for details about what Tree-ear says and does when he arrives in Songdo. Read aloud the portion of pages 136–138 from “Tree-ear swallowed” to “from the table.” Ask this question:

 **What does Tree-ear do and say during this part of the story?**

Key Ideas

- Tree-ear tells the emissary about the robbers breaking the vases.
 - Tree-ear shows the emissary the single shard of Min’s work.
 - Tree-ear stands quietly and bows in shame, waiting to be dismissed.
 - Tree-ear hears the assistant and emissary discuss giving Min a royal commission.
- 11.** Instruct students to work with a partner to add notes about Tree-ear’s words and actions to the first column of the Songdo row. Instruct students to review their evidence notes and select character traits that describe Tree-ear during this part of the story. Instruct them to write the character traits in the second column of the Songdo row.
- 12.** Invite students to use their evidence notes and the transition word *because* to discuss these questions with their partner:

 **Which trait best describes Tree-ear during this part of the story?**

 **Why do you think that?**

- 13.** Listen for students to address key ideas in their discussions.


Key Ideas

- I think Tree-ear is embarrassed because he thinks the emissary may laugh at him for bringing just a single shard of Min’s work.
- I think Tree-ear is nervous because he is afraid the emissary will be upset with him for letting the vases get destroyed.
- I think Tree-ear is respectful because he bows and waits for the emissary to dismiss him.
- I think Tree-ear is courageous because he is afraid of the emissary’s reaction but still speaks with him.

14. Tell students that they will now use their organizers to discuss Tree-ear’s character development along his journey. Remind students to use evidence from the text and the transition word *because* to explain their thinking.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Form small groups. Instruct the groups to discuss these questions:

 **Does Tree-ear change during his journey, or does he stay the same?**

 **Why do you think that?**

Language Support

For students with beginning English proficiency, provide these sentence frames:

- I think Tree-ear changes because _____.
- I think Tree-ear stays the same because _____.

Analyze Student Progress

Monitor: Do students use textual evidence and the transition word *because* to explain why they think Tree-ear changes or stays the same during his journey?

Offer Immediate Support: If students need additional support explaining whether Tree-ear stays the same or changes, prompt them to review the traits they selected for Tree-ear in Ch’ulp’o, Puyo, and Songdo. Then ask these questions: Do Tree-ear’s character traits stay the same or change? What event in the story causes them to stay the same or change?

2. Invite a few students to share their responses.

Key Ideas

- I think Tree-ear stays the same because he is caring to Crane-man in Ch'ulp'o and caring to Min in his decision to continue to Songdo.
- I think Tree-ear stays the same because he is respectful to others everywhere he goes on his journey.
- I think Tree-ear changes because he is nervous in Ch'ulp'o and doesn't want to leave Crane-man, but in Puyo, he is more determined and continues to Songdo.
- I think Tree-ear changes because in Ch'ulp'o he is nervous, but as he goes on the journey, he becomes more confident and courageous.

3. Summarize that analyzing a character's words and actions helps readers understand character development.



Prologue to Lesson 26

Essential Question | How does tradition influence art?

OVERVIEW

Preview

Students examine the features of sijo, a type of Korean poetry. As they discuss the features of sijo, students practice using precise language and topic-specific vocabulary to explain ideas. This work prepares them to write a sijo in lesson 26.

Learning Goal

Examine the features of sijo.

 **LEARNING TASK:** Write the last line of a class sijo.

Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use precise language and topic-specific vocabulary to explain ideas.

To support students with beginning English proficiency, provide a word bank of topic-specific vocabulary terms with their correlating images. Ask students to supply the translation of the terms in their home language. To support students with intermediate English proficiency, display a word bank of topic-specific vocabulary terms. Instruct them to share the meaning of the terms they know with a partner. Then encourage students to identify unknown words and clarify the meaning of unknown words, as needed.

Vocabulary

none

Materials

TEACHER

- “Can You Sijo?” (digital platform)
- Sijo Features Checklist
(*Prologue* Reference Charts appendix)

STUDENTS

- “Can You Sijo?” (*Learn* book)
- Our Class Sijo
(*Prologue* Student Resources appendix)

Preparation

- none

LAUNCH

5 minutes

Discuss Prior Knowledge

1. Activate students' prior knowledge about poetry by asking this question:

 **What have you learned about poems?**

Key Ideas

- Poems are a type of writing that shares ideas.
- Poems are usually written in lines.
- Poems often have rhythm or rhyme.
- Many poems include figurative language and sensory words.

2. Instruct students to discuss this question with a partner:

 **What types of poems have you learned about?**

Language Support

If possible, pair students who speak the same home language and instruct them to discuss this question. Encourage students to share about poems that are common in their home language and culture.

3. Listen for students to address key ideas in their discussions.

Key Ideas

- acrostic poems
- limericks
- haikus
- rhyming poems
- rhythm poems
- free verse poems

4. Invite a few students to share their responses.
5. Use responses to emphasize that some types of poems, such as haikus, have a certain number of lines and syllables. Tell students they will now learn about another type of poem, called sijo, that has a certain number of lines and syllables. Explain that sijo is a type of Korean poetry.

LEARN 20 minutes

Examine Sijo

1. Direct students to “Can You Sijo?” located in the *Learn* book. Instruct students to listen closely for details about sijo poems as you read aloud the portion of the article from “Three features make” to “with political meanings.” Ask this question:

 **What are the features of a sijo?**

Language Support

For students with beginning English proficiency, ask these questions:

- How many lines does a sijo have?
 - How many syllables are in each line?
 - How do sijos usually end?
2. Reinforce the correct responses:
 - Sijos have three lines.
 - Each line has 14, 15, or 16 syllables.
 - All sijos include a problem.
 - There is usually an unexpected or surprise ending.
 - Many sijos are about nature, love, or politics.



3. Display the Sijo Features Checklist and emphasize that it includes the features they read about in the article.
4. Tell students they will now examine a sijo in the article. Direct attention to the first sijo, written by Hwang Chin-I. Remind students of the first item on the checklist: has three lines. Invite students to use a nonverbal signal (e.g., drawing a check in the air) to answer this question:

6 | Module 3 | Prologue Reference Charts

Sijo Features Checklist

- has three lines
- has 14, 15, or 16 syllables in each line
- includes a problem
- usually has an unexpected ending
- often about nature, love, or politics

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 **Does this sijo have three lines?**

5. Reinforce the correct response: Yes.
6. Direct attention to the second item on the checklist, and tell students they will now count the syllables in each line. Model how to count the syllables in the first line. Instruct students to work with a partner to count the syllables in the second and third lines of the poem. Invite students to use a nonverbal signal (e.g., a thumbs-up or a thumbs-down) to answer this question:

 **Does this sijo have 14, 15, or 16 syllables in each line?**

7. Reinforce the correct response: Yes, each line has 14, 15, or 16 syllables. Tell students they will now examine the content of the sijo. Echo Read the sijo. Instruct students to discuss these questions with a partner:

 **What is this sijo about?**

 **How does the theme of this sijo relate to the common themes of sijo poems?**

8. Reinforce the correct responses: a winter's night; this sijo has a nature theme like many other sijos. Explain that students will now identify the problem in this sijo and the unexpected, or surprise, ending.
9. Direct students to the first line of the sijo. Instruct them to listen for details about the problem in the poem. Echo Read the first line of the sijo from “Oh that I” to “deep midwinter night.” Instruct students to discuss this question with a partner:

 **What is the speaker's problem?**

10. Invite a few students to share their responses.
11. Reinforce the correct response: The author wants to capture the essence of the deep winter's night.
12. Instruct students to listen for details about the ending as you read the last line from “Then fondly uncoil” to “my beloved returns.” Instruct students to Think–Pair–Share to answer this question:

 **What is the unexpected or surprise ending of the sijo?**

Language Support

For students with beginning English proficiency, ask these questions:

- At the beginning, who do you think the speaker wants to capture the winter night for?
- At the end, who does the speaker really want to capture the winter night for?

13. Reinforce the correct response: The author wants to capture the winter night's essence to share it with someone they love.

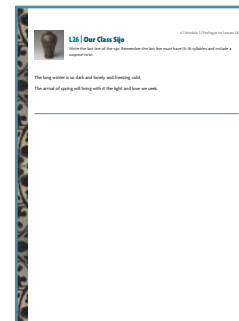
Language Expansion

For students with intermediate English proficiency, encourage them to use a transition word (e.g., *because*, *since*, *so*) to expand their thinking by answering this question: Why is the ending of the sijo unexpected?

14. Tell students they will now use their knowledge of sijos to practice writing them. Display *Our Class Sijo*, and distribute copies to students. Explain that the first two lines of the sijo are already written and that students will work with a partner to complete the poem by adding an unexpected or surprise ending.
15. Read aloud the first two lines of the class sijo. Facilitate a brief discussion of these questions:

 **What is the sijo about?**

 **What is the problem in this sijo?**



16. Reinforce the correct responses:

- **about**—The sijo is about winter changing to spring.
- **problem**—Winter feels too long, dark, cold, and lonely.


17. Instruct students to discuss these questions with a partner:

 **What would be an unexpected solution to the problem?**

 **How will your sijo end?**

LAND 5 minutes

Demonstrate Learning

- 1.  Introduce the learning task.** Instruct students to write a final line for the sijo. Remind them that the line must have 14, 15, or 16 syllables and include an unexpected or surprise ending. Encourage partners to orally rehearse the line prior to writing.
-

Analyze Student Progress

Monitor: Do students write a final line for the class sijo that has 14, 15, or 16 syllables and include an unexpected or surprise ending?

Offer Immediate Support: If students need additional support writing a final line for the class sijo, provide this sentence frame: The _____ make us happy again! Prompt them to complete the sentence frame by answering this question with 7, 8, or 9 syllables: What surprising things do you love about spring?

Teacher Note

Responses will vary.

- 2.** Invite a few students to share their responses, reading aloud all three lines of their poem. Encourage them to count the syllables and check for an unexpected or surprise ending in their classmates' sijos.
- 3.** Summarize that in this lesson students examined the unique features of sijo and wrote the ending of a sijo on their own.



Prologue to Lesson 28

Essential Question | How does tradition influence art?


OVERVIEW

Preview

Students learn how to add background information to the introduction of an argument essay. As they discuss how to write background information, students practice using precise language and topic-specific vocabulary to explain ideas.

Learning Goal

Examine how writers include background information in introduction paragraphs.


 **LEARNING TASK:** Write a sentence that includes background information about celadon.

Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use precise language and topic-specific vocabulary to explain ideas.

To support students with beginning English proficiency, use images from “Celadon” to help students understand the meaning of terms related to celadon. For example, display the article “Celadon,” and direct attention to details in the images to demonstrate terms such as *glaze*, *inlaid*, *shades*, *translucent*, and *wares*. To support students with intermediate English proficiency, select and display key vocabulary terms related to celadon and instruct students to use them in a sentence.

Vocabulary

background information 

Materials

TEACHER

- class Writing Model for Module 3 (*Learn* book, Writing)
- Celadon chart (*Prologue* Reference Charts appendix)

STUDENTS

- Writing Model for Module 3 (*Learn* book, Writing)

Preparation

- none

LAUNCH

5 minutes

Discuss Prior Knowledge

1. Prompt students to think about what they have learned about argument essays in this module. Instruct them to Think–Pair–Share to answer this question:

 **Why is the introduction paragraph important?**

Language Support

If possible, pair students who speak the same home language, and instruct them to discuss this question.

Key Ideas

- It is the first paragraph of an essay.
 - It has information about the topic that the reader may not know.
 - It ends with a thesis sentence, which includes the claim for the essay.
2. Emphasize that an introduction paragraph includes background information. Introduce the vocabulary term *background information* by displaying the term and definition. Engage students in Vocabulary Exploration.
 3. Explain that writers often include background information in the introduction of their work. In argument writing, background information sets the foundation for the writer's claim.
 4. Tell students that in this lesson they will learn how to write a sentence with background information to introduce an argument essay.

Definition

background information: details or facts that help readers understand a topic

LEARN 20 minutes

Examine Background Information

1. Display the class Writing Model for Module 3, and direct students to the page in their *Learn* book. Tell students they will first examine the background information in the writing model. Read aloud the writing prompt: Which character trait is most important to Tree-ear’s success in chapters 1–4? Write an essay that presents a claim and supports the claim with reasons and evidence.
 - observant
 - determined
2. Direct attention to the first paragraph of the writing model, and remind students that this is the introduction. Reinforce that the last line of this paragraph is the thesis statement. Read aloud the thesis statement and ask this question:

 **What claim does the author make in the thesis statement?**

3. Reinforce the correct response: The author claims that being determined is most important to Tree-ear’s success.

Language Support

For students with beginning English proficiency, remind them that being determined means “having a strong feeling you will be able to do something and not letting anything or anyone stop you.”

4. Reinforce that background information helps readers understand a topic. Tell students that the topic of this essay is Tree-ear’s determination. Instruct students to listen for details about the topic as you read aloud the first three sentences of the Writing Model for Module 3.

5. Instruct students to Think–Pair–Share to answer this question:

 **What background information does the writer give about the topic?**

Key Ideas

- Having determination is a quality that helps people thrive.
- Being able to persevere in hard situations shows determination.
- The title of the text is *A Single Shard*.
- Determination is one of Tree-ear's character traits.

6. Model annotating the background information on the class Writing Model for Module 3. Instruct students to annotate the background information on the writing model in their *Learn* books.

7. Tell students that they are going to practice writing background information for a different claim about celadon. Display and Echo Read this thesis statement: Despite being an ancient art form, celadon is still an important tradition today. Ask this question:

 **What is the author's claim about celadon in this thesis statement?**

8. Reinforce the correct response: It is important to keep making and learning about celadon today even though it is an ancient form of pottery.

9. Remind students that in a previous lesson they read the article “Celadon.” Activate background knowledge by asking this question:

 **What have you learned about celadon?**

Key Ideas

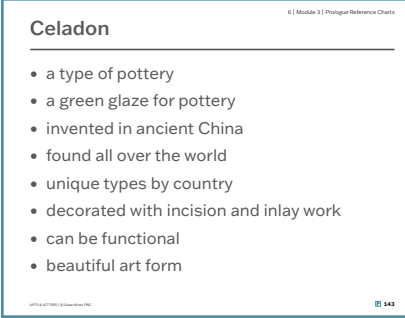
- a type of pottery
- a green glaze for pottery
- invented in ancient China
- found all over the world
- unique types by country
- decorated with incision and inlay work
- pieces can be functional
- beautiful art form

10. Display the Celadon chart. Tell students that the chart shows details and facts they have learned about celadon. Read aloud each item on the chart.

11. Tell students that they are going to use the chart to help them write a sentence with background information. Instruct students to discuss these questions with a partner:

 **What information from the chart will help readers understand celadon?**

 **What information would you include in the introduction of an essay about celadon, and why?**



The image shows a reference chart titled "Celadon" with a list of key facts. The chart is enclosed in a blue border. At the top right, it says "6 | Module 3 | Prologue Reference Chart". At the bottom left, there is a small URL "https://www.greatminds.org". At the bottom right, there is a small icon and the number "44".

Celadon

- a type of pottery
- a green glaze for pottery
- invented in ancient China
- found all over the world
- unique types by country
- decorated with incision and inlay work
- can be functional
- beautiful art form

Language Support

For students with beginning English proficiency, provide these supporting questions:

- What information from the chart reinforces that celadon is a very old art form?
- What information from the chart describes why celadon is still important today?

Language Expansion

For students with intermediate English proficiency, prompt them to share multiple examples of background information that they would include in an introduction paragraph for the thesis. Encourage them to use information from the chart or other knowledge they have built about celadon.


12. Think aloud to model how to form a sentence with background information about celadon.

13. Instruct students to share with a partner what information they will include in their sentences about celadon. Tell students they will now write their own sentences with background information.

Sample Think Aloud

Since the thesis makes a claim about celadon being important, I am going to give some background information about why celadon is important. I will say, “Celadon is a beautiful form of pottery that is functional as well.”

LAND 5 minutes**Demonstrate Learning**

- 1.  Introduce the learning task.** Instruct students to write a sentence with background information about celadon.

Language Support

For students with beginning English proficiency, provide these sentence frames:

- In the past, celadon was _____.
- Today, celadon is _____.

Analyze Student Progress

Monitor: Do students write a sentence that includes background information about celadon?

Offer Immediate Support: If students need additional support forming a sentence with background information about celadon, direct attention to the Celadon chart and have students select two details to include in their sentence.

2. Invite a few students to share their sentences.

Key Ideas

- Celadon is a type of pottery invented in ancient China and is decorated with incision and inlaid work.
- Celadon is a green glaze for pottery found all over the world.
- In the past, celadon was a functional form of pottery, and today celadon is a beautiful art form.
- Celadon was first created in China, but different countries later created their unique forms of celadon.
- Today, celadon is celebrated for its unique colors and specialized decorations.
- Today, celadon can be found all over the world.

3. Summarize that students learned how including background information enhances their writing.



Prologue to Lesson 29

Essential Question | How does tradition influence art?

OVERVIEW

Preview

Students revisit *A Single Shard* to summarize what happens in chapter 13. As they discuss the chapter, students practice using dashes to set off parenthetical elements. This work prepares students to discuss how the events of chapter 13 impact Tree-ear in lesson 29.

Learning Goal

Summarize the events of chapter 13 in *A Single Shard*.

LEARNING TASK: Write a summary sentence with a parenthetical element about Tree-ear's feelings in chapter 13.

Language Progress

In this lesson, students work on this module language goal: Use dashes to set off parenthetical elements.

To support students with beginning English proficiency, display a sentence with a parenthetical element set off by em dashes. Read aloud the sentence with and without the parenthetical element. Invite students to discuss how the parenthetical element changes the sentence. To support students with intermediate English proficiency, display a simple sentence. Instruct students to rewrite the sentence with a parenthetical element set off by em dashes.

Vocabulary

none

Materials

TEACHER

- *A Single Shard*
- class Chapter 13 Summary Organizer (*Prologue* Student Resources appendix)

STUDENTS

- *A Single Shard*
- Chapter 13 Summary Organizer (*Prologue* Student Resources appendix)

Preparation

- none

LAUNCH 5 minutes

Build Knowledge About Parenthetical Elements

1. Display the front cover of *A Single Shard* and direct students to the text. Explain that students will examine the events in chapter 13. Direct attention to page 140, and invite students to follow along as you read aloud the portion of the page from “After the first” to “all its changes.” Instruct students to discuss this question with a partner:

 **What do you notice about this sentence?**

Language Support

If possible, pair students who speak the same home language, and instruct them to discuss this question.

2. Reinforce that the sentence has two em dashes. Remind students that an em dash is a punctuation mark that indicates a pause in a sentence. Explain that writers can also use em dashes to set off parenthetical elements.
3. Instruct students to annotate the portion of the sentence in between the em dashes: “when he had been sick, both from excitement and from the rolling of the deck” (140). Reinforce that this portion of the sentence is a parenthetical element.
4. Remind students that parenthetical elements provide additional information but that the details are not essential to the meaning of the sentence. Facilitate a brief discussion of these questions:

 **What information does the sentence provide without the parenthetical element?**

 **What information do the parenthetical elements provide in this sentence?**

5. Reinforce the correct responses:
 - **sentence**—After the first day of the trip, Tree-ear enjoys watching the sea.
 - **parenthetical element**—Tree-ear feels sick on his return trip from being excited and from the motion of the boat.
6. Tell students that they will use parenthetical elements to summarize the events in chapter 13.

LEARN 20 minutes**Summarize Chapter 13**

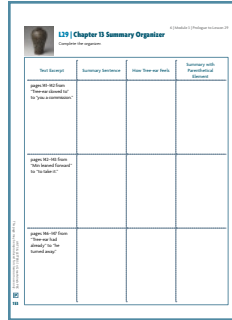
1. Display the class Chapter 13 Summary Organizer, and distribute copies to students. Tell students that they will use the organizer to help them summarize key events in chapter 13.
2. Remind students that chapter 13 tells about Tree-ear’s return to Ch’ulp’o. Instruct students to follow along as you read the portion of pages 141–142 from “Tree-ear slowed to” to “you a commission.” Ask this question:

 **What happens during this part of the story?**

Language Expansion

For students with intermediate English proficiency, encourage them to support their responses with evidence from the text and to use elaboration to explain their thinking.

3. Reinforce the correct response: Tree-ear tells Min that he received a royal commission. Direct attention to the Summary column and Echo Read the heading. Explain that in this column students will write a one-sentence summary that tells what happens in each part of the chapter.
4. Add this sentence to the class organizer to explain what happens in the excerpt on pages 141–142: Tree-ear tells Min that Min has received a royal commission. Invite students to add it to their organizers as well.



L13 | Chapter 13 Summary Organizer
Complete the organizer.

Text Passage	Summary Sentence	Quote from the Text	Summary with Paragraph or Element
pages 141–142 Tree-ear slowed to the pace of a snail.			
pages 141–142 Tree-ear slowed to the pace of a snail.			
pages 141–142 Tree-ear slowed to the pace of a snail.			

5. Ask this question:

 **How does Tree-ear feel in this part of the story?**

Language Support

For students with beginning English proficiency, provide a word bank of feeling words to select from. Alternatively, provide a Feeling Words chart with emotions and matching facial expressions.

Key Ideas

- excited
- happy
- proud

6. Direct attention to the How Tree-ear Feels column and Echo Read the heading. Tell students that in this column they will write how Tree-ear feels in this part of the story. Add the word *excited* to the organizer to describe how Tree-ear feels in this part of the text. Invite students to add it to their organizers as well.
7. On the organizer, direct attention to the summary sentence students added for the excerpt on pages 141–142. Tell students that they are going to add a parenthetical element to the sentence about how Tree-ear feels. Think aloud to model how to add a parenthetical element to the summary sentence. As you share, display the new sentence: Tree-ear—filled with excitement—tells Min he received a royal commission.
8. Choral Read the original summary sentence and the sentence containing the parenthetical element about Tree-ear’s feelings. Reinforce that both sentences make sense, and summarize what happens. Emphasize that the parenthetical element provides richer details about the event.
9. Instruct students to follow along as you read aloud the portion of pages 142–143 from “Min leaned forward” to “to take it.” Instruct students to Think–Pair–Share to answer these questions:

 **What happens during this part of the story?**

 **How does Tree-ear feel?**

Sample Think Aloud

To add a parenthetical element, I will begin by writing an em dash. Then I will add how Tree-ear feels. On the organizer, I wrote that Tree-ear is excited. So I will write the words “filled with excitement.” Finally, I will put another em dash to show that the parenthetical element is finished.

10. Reinforce correct responses:

- **what happens**—Tree-ear listens to Min share how Crane-man died.
- **how Tree-ear feels**—sad, upset, devastated, heartbroken, overwhelmed

Add the correct responses to the correlating sections on the class organizer and invite students to add them to their organizers as well.

11. On the organizer, direct attention to the summary sentence for the excerpt on pages 142–143. Instruct students to work with a partner to add a parenthetical element about how Tree-ear feels. Invite a few students to share their responses.

Key Ideas

- Tree-ear—heartbroken by the news—listens to Min share how Crane-man died.
- Tree-ear—overwhelmed with sadness—listens to Min share how Crane-man died.
- Tree-ear—shocked and devastated—listens to Min share how Crane-man died.

12. Add the following sample response to the class organizer: Tree-ear—heartbroken by the news—listens to Min share how Crane-man died. Invite students to add the response to their organizer as well.

13. Tell students that they are going to use a parenthetical element to summarize what happens next in the chapter. Instruct students to follow along as you read aloud the portion of pages 146–147 from “Tree-ear had already” to “he turned away.” Instruct students to discuss these questions with a partner:

 **What happens during this part of the story?**

 **How does Tree-ear feel?**

14. Listen for students to address key ideas in their discussions.

Key Ideas


- **what happens:** Min tells Tree-ear to get logs so he can build Tree-ear a pottery wheel; Ajima invites Tree-ear to live with Min and her; Ajima asks Tree-ear to go by their new family name.
- **how Tree-ear feels:** happy, excited, loved, grateful, fortunate, delighted

Language Expansion

For students with intermediate English proficiency, prompt them to use a dictionary or thesaurus to find synonyms for the feeling words they identified. Encourage them to use more robust adjectives to describe Tree-ear during this part of the story.

15. Instruct students to add their responses to the correlating sections on their organizers.
16. Tell students that they will now practice with a partner how to add a parenthetical element to the summary sentence for the excerpt on pages 146–147. Instruct students to orally rehearse adding a parenthetical element to the summary sentence about how Tree-ear feels.

LAND 5 minutes**Demonstrate Learning**

1.  **Introduce the learning task.** Instruct students to write on their organizers a summary sentence with a parenthetical element about how Tree-ear feels when Ajima and Min invite him to live with them. Remind students to use em dashes to set off the parenthetical element.

Analyze Student Progress

Monitor: Do students write the summary sentence with a parenthetical element about Tree-ear’s feelings using long dashes to set off the parenthetical element?

Offer Immediate Support: If students need additional support adding a parenthetical element to the summary sentence, provide this written sentence frame for students to complete: Ajima and Min invite Tree-ear—_____—to join their family and learn how to throw pots.

2. Invite a few students to share their responses.

Key Ideas

- Ajima and Min invite Tree-ear—overwhelmed with happiness—to join their family and learn how to throw pots.
- Ajima and Min invite Tree-ear—feeling loved and grateful—to join their family and learn how to throw pots.
- Ajima and Min invite Tree-ear—who is beyond delighted—to join their family and learn how to throw pots.

3. Summarize that adding parenthetical elements provides additional details without changing the meaning of a sentence. Reinforce that em dashes are one way to set off parenthetical elements in writing.



Prologue to Lesson 31

Essential Question | How does tradition influence art?


OVERVIEW

Preview

Students examine how tradition and innovation influence Tree-ear in *A Single Shard*. As they discuss what influences Tree-ear more, students practice elaborating on the evidence to make clear connections and explain its significance. This work prepares students to discuss a theme of *A Single Shard* in lesson 31.

Learning Goal

Examine tradition and innovation in *A Single Shard*.

 **LEARNING TASK:** Using elaboration, share a claim about whether tradition or innovation influences Tree-ear more.

Language Progress

In this lesson, students work on this module speaking and listening goal: Elaborate on the evidence you use to make clear connections and explain its significance.

To support students with beginning English proficiency, provide opportunities to practice elaboration with familiar topics and simple evidence. To support students with intermediate English proficiency, invite students to use these sentence frames from the Talking Tool to further develop their elaboration statements as they share ideas with their partner:

- I hear you say that _____. To build on that idea, _____.
- I hear you say that _____. A different perspective is _____.

Vocabulary

innovation (n.)

tradition (n.)

Materials

TEACHER

- *A Single Shard*
- Knowledge Cards: *tradition, innovation*

STUDENTS

- *A Single Shard*
- Tradition and Innovation Evidence (*Prologue Student Resources* appendix)

Preparation

- none

LAUNCH 5 minutes

Practice Vocabulary

1. Review the vocabulary term *tradition* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

Language Support

The term *tradition* has a Spanish cognate: *tradición*. Share this language connection with students whose home language is Spanish.



Definition

tradition (n.): a way of thinking, behaving, or doing something that has been used by the people in a particular family, group, or society for a long time

2. Direct attention to the image on the Knowledge Card to help students understand the term's meaning. Remind students that many traditions are discussed in *A Single Shard*. Ask this question:

☰ **What is an example of a tradition in the text?**

Key Ideas

- It is tradition for master potters to pass down the art form to their sons.
- Traditionally, potters create celadon pieces by molding or forming them on wheels.
- Siblings sharing a part of their names is an example of tradition.

3. Review the vocabulary term *innovation* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

Language Support

The term *innovation* has a Spanish cognate: *innovación*. Share this language connection with students whose home language is Spanish.



Definition

innovation (n.): a new idea, device, or method

4. Direct attention to the image on the Knowledge Card to help students understand the term's meaning. Display *-tion* and remind students that adding this suffix to an adjective changes it to a noun. Ask this question:

☰ **What is an example of innovation in the text?**

Language Support

For students with beginning English proficiency, ask this supporting question: What new ideas or methods do the potters use to create celadon in the story?

5. Instruct students to use a nonverbal signal (e.g., a thumbs-up or a thumbs-down) to respond to these questions:

 **Does innovation influence Tree-ear more than tradition?**

 **Or does tradition influence Tree-ear more than innovation?**

6. Display and read aloud this sentence frame: This evidence proves that _____ because _____. Tell students that they will use this sentence frame to elaborate on their claim about what influences Tree-ear. Think aloud to model how to use the sentence frame.

7. Instruct students to Think–Pair–Share to use the displayed sentence frame to answer these questions:

 **Which influences Tree-ear more: innovation or tradition?**

 **Why do you think that?**

Key Ideas

- This evidence proves that innovation influences Tree-ear more because he thinks that trying a new way to show off Min’s celadon will help the emissary notice it.
- This evidence proves that tradition influences Tree-ear more because he is trying his best to serve his master potter and make him proud.
- This evidence proves that tradition influences Tree-ear more because he is using the tradition of how people use vases to show off the beauty of Min’s work.

8. Direct students to the second column of the chart. Echo Read the question at the top of the column. Instruct students to circle their response for the piece of evidence in the first row of their charts.

9. Tell students that they will now examine evidence from a different part of the story to determine if tradition or innovation influences Tree-ear more.

10. Direct students to the second piece of evidence. Remind students that this evidence is from when Tree-ear realizes he can still be a potter even after Min refuses to teach him. Read aloud the piece of evidence. Ask this question:

 **What happens during this part of the text?**

Sample Think Aloud

When I examine the evidence, I think it shows how innovation influences Tree-ear more because he has a new idea about how to display Min’s celadon. So I can say, “The evidence proves that innovation influences Tree-ear more because he tries a new way to show off the beauty of Min’s celadon vase.”

- 11.** Reinforce the correct response: Tree-ear realizes he can become a potter by molding pieces of celadon. Reinforce that both tradition and innovation influence Tree-ear during this part of the story. Remind students that they will make a claim about which influences Tree-ear more.
- 12.** Direct students to the second column of the chart. Instruct students to circle their response to the question to make a claim about the second piece of evidence.
- 13.** Tell students that they will Mix and Mingle to share their claim and explain their thinking with elaboration. Remind students to use this sentence frame: The evidence proves that _____ because _____. Invite students to examine the evidence to prepare for the Mix and Mingle.

Language Support




For students with beginning English proficiency, invite them to orally rehearse their elaboration sentence with a partner. Alternatively, instruct them to write their elaboration sentence on an index card that they can reference during the Mix and Mingle.

Language Expansion

For students with intermediate English proficiency, invite them to form an elaboration sentence with an explanation for both claims. Encourage them to practice sharing varied responses during the Mix and Mingle.

LAND 5 minutes

Demonstrate Learning

- 1.**  **Introduce the learning task.** Using the sentence frame, instruct students to Mix and Mingle to answer these questions:
 -  **Which influences Tree-ear more: tradition or innovation?**
 -  **Why do you think that?**

Analyze Student Progress

Monitor: Do students share a claim and use elaboration to express whether tradition or innovation influences Tree-ear more?

Offer Immediate Support: If students need additional support sharing a claim, provide this more substantial sentence frame: This evidence proves that _____ influences Tree-ear more because _____. Prompt them to complete the first blank with their claim and the second blank with their explanation why.

2. Invite a few students to share their responses.

Key Ideas

- This evidence proves that tradition influences Tree-ear more because he is using a traditional method of creating celadon to learn pottery.
- This evidence proves that innovation influences Tree-ear more because he is inspired to try a new path to become a master potter.
- This evidence proves that tradition influences Tree-ear more because he still wants to be a master potter like Min.
- This evidence proves that innovation influences Tree-ear more because the practice of molding clay sparks new ideas for him.

3. Summarize that in this lesson students used evidence from the text and elaboration to discuss how tradition and innovation influence Tree-ear in *A Single Shard*.

Prologue Vocabulary

argument essay

an essay that presents one or multiple claims supported by reasons and evidence intended to support or establish a point of view

P to lesson 7 | lesson 7

background information

details or facts that help readers understand a topic

P to lesson 28

claim (n.)

an opinion or idea that the author supports with reasons and evidence

P to lesson 7 | lesson 7

determination (n.)

a quality that makes you continue trying to do or achieve something that is difficult

P to lesson 4

dilemma (n.)

a situation in which you have to make a difficult choice

P to lesson 12

elaboration (n.)

the addition of details to discuss something more fully

P to lesson 15

innovation (n.)

a new idea, device, or method

P to lesson 31 | lesson 12



point of view

the narrative perspective from which a story is told; a way of looking at or thinking about something

P to lesson 6 | lesson 6

symbol (n.)

an action, object, or event that represents a particular idea or quality

P to lesson 24

tradition (n.)

a way of thinking, behaving, or doing something that has been used by the people in a particular family, group, or society for a long time

P to lessons 22 and 31 | lesson 1



trait (n.)

a quality that makes one person or thing different from another

P to lesson 25

virtue (n.)

morally good behavior or character; a good and moral quality

P to lesson 9 | lesson 9

Prologue Reference Charts



Examine the Five Virtues

<i>ren</i>	<i>yi</i>	<i>li</i>	<i>zhi</i>	<i>xin</i>
humanity	righteousness	propriety	wisdom	integrity
What you do not want done to yourself, do not do to others.	morally good	correct and proper	good sense or judgment	honest and fair

Sijo Features Checklist

- has three lines
- has 14, 15, or 16 syllables in each line
- includes a problem
- usually has an unexpected ending
- often about nature, love, or politics

Celadon

- a type of pottery
- a green glaze for pottery
- invented in ancient China
- found all over the world
- unique types by country
- decorated with incision and inlay work
- can be functional
- beautiful art form

Prologue Student Resources



L11 | Types of Celadon

Use what you learn from the article to complete the chart.

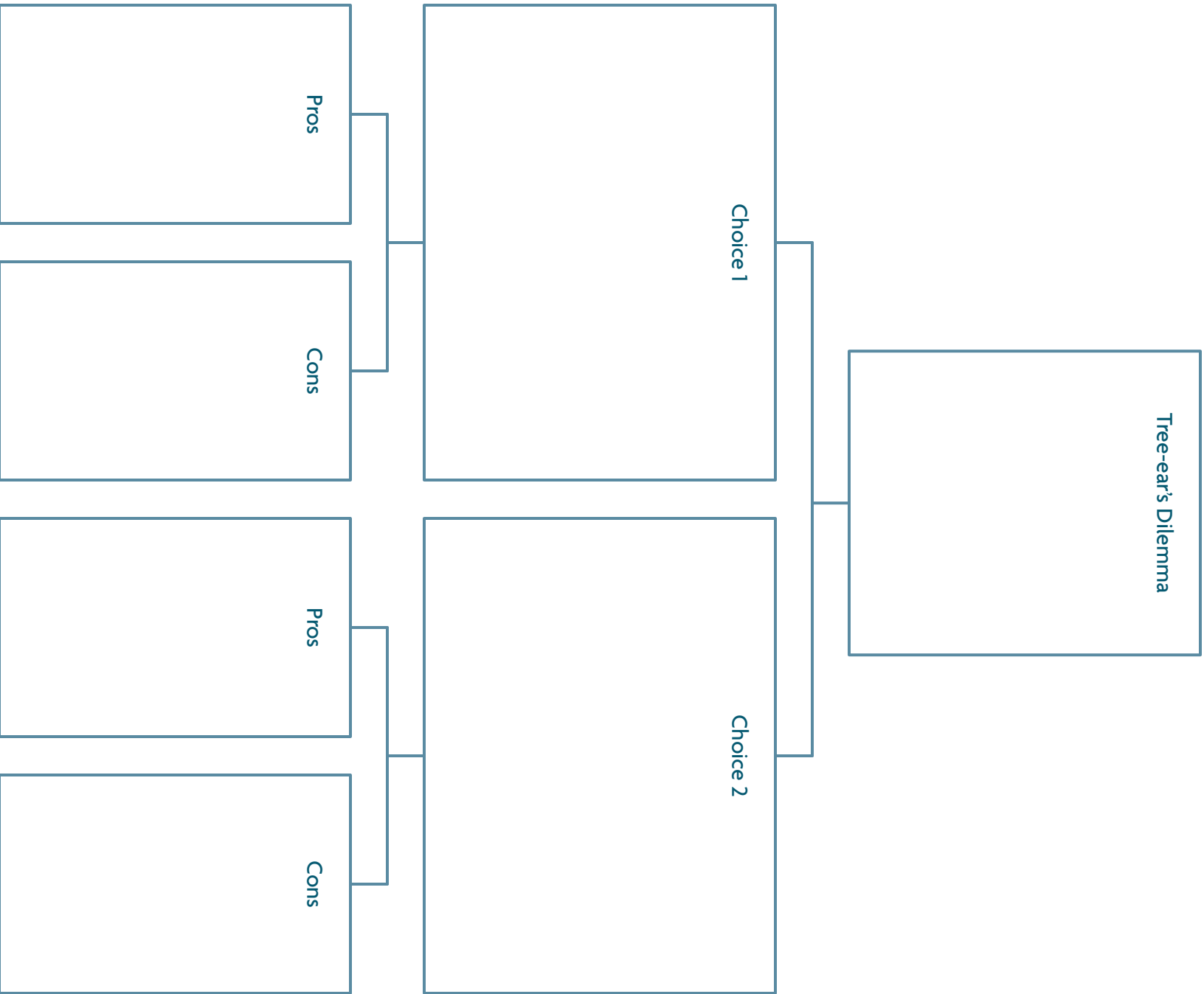


	China	Korea	Thailand
What is the most common color of celadon in this country?			
What designs and decorations characterize celadon in this country?			



L12 | Tree-ear's Dilemma

Complete the organizer.



L18 | Artistic Process Note Catcher

Complete the note catcher.

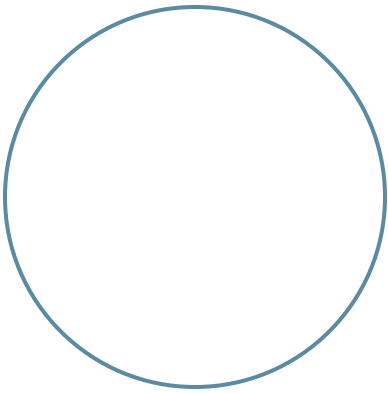
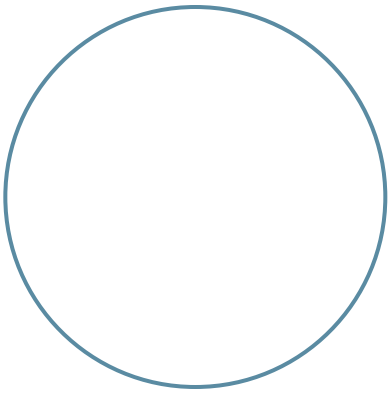


	Kang	Min
1. Sketch the design.		
2. Gather and drain clay.		
3. Shape a vessel on the wheel.		
4. Incise decorations using sharp tools.		
5. Make multiple replicas.		
6. Dip pottery in glaze.		
7. Put pottery into the kiln.		
8. Make and tend fire in kiln.		



L24 | Tree-ear's Feelings

Use the evidence from the text to determine how Tree-ear feels about the fox. Draw a face, and label it to show how Tree-ear feels.

Evidence	How does Tree-ear feel?
<p>“The fox turned its head. For an instant the firelight gleamed in its eyes. <i>Don’t look! Tree-ear shouted to himself. Don’t look at its eyes—it’s your only chance! And he squeezed his eyes shut to block out the fox’s evil stare</i>” (114).</p>	
<p>“He had slept for who knew how long, with a fox nearby—and he had survived! Tree-ear laughed out loud, and the sound of his laughter reminded him of his friend. <i>We are afraid of the things we do not know—just because we do not know them, Tree-ear thought, pleased with himself</i>” (115).</p>	








L25 | Tree-ear's Journey Organizer

Write some of Tree-ear's words and actions from each location along his journey. Choose character traits from the word bank that best describe Tree-ear at each location, and add them to the organizer.

Character Traits Word Bank		
caring	embarrassed	nervous
trusting	respectful	determined
hardworking	hopeful	proud
	scared	
	courageous	
	confident	

	Tree-ear's Words and Actions	Tree-ear's Character Traits
 <p>Ch'ulp'o (pages 105–107)</p>	<ul style="list-style-type: none"> Tree-ear skips rocks with Crane-man. Tree-ear gives Crane-man a gift—a molded clay monkey. Tree-ear says that it is an honor to be Crane-man's friend. Tree-ear listens to Crane-man's advice about how to stay safe on the journey. 	<ul style="list-style-type: none"> caring nervous respectful
 <p>Puyo (pages 128–130)</p>		
 <p>Songdo (pages 136–138)</p>		



L26 | Our Class Sijo

Write the last line of the sijo. Remember the last line must have 14–16 syllables and include a surprise twist.

The long winter is so dark and lonely and freezing cold,

The arrival of spring will bring with it the light and love we seek,



L29 | Chapter 13 Summary Organizer

Complete the organizer.

Text Excerpt	Summary Sentence	How Tree-ear Feels	Summary with Parenthetical Element
pages 141–142 from “Tree-ear slowed to” to “you a commission.”			
pages 142–143 from “Min leaned forward” to “to take it.”			
pages 146–147 from “Tree-ear had already” to “he turned away.”			



L31 | Tradition and Innovation Evidence

Examine the evidence. Determine if the evidence shows tradition or innovation influencing Tree-ear more. Circle your response.

Evidence	What influences Tree-ear more?
<p>“As Tree-ear looked over the shelves an idea came to him. ... ‘Master,’ he panted, and held out his offering—two branches of flowering plum. Tree-ear thought that Min looked pleased for the briefest instant; then his usual cross expression returned as he took the branches. ‘Hmph. Yes, it would do well to show the vases as they should be used’” (68).</p>	<p>Tradition Innovation</p>
<p>“<i>Molding</i>, he thought. There was more than one way to make a piece of pottery. Throwing, of course—using the wheel to assist in shaping a symmetrical piece. But the little animals atop the incense burners, the handles of some vessels, the water droppers—they were not thrown. They were molded by hand without any aid from the wheel. For the first time in days, Tree-ear grinned as he crushed the petal back into a fistful of clay” (98–99).</p>	<p>Tradition Innovation</p>

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ON THE COVER

Untitled, 2021

Lee Jong Min (b. 1982)

Porcelain carved sculpture,
28.5 × 28.5 × 44.5 (high) cm

Courtesy of The Object Space on behalf of Lee Jong Min



every child
is capable of
greatness