

Grade 7 English

Oak Meadow Teacher Manual

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Grade 7 *A Single Shard: The Relationships between Characters*



ASSIGNMENT SUMMARY

- Read chapters 1–4 in *A Single Shard*.
- Select vocabulary words to define and use in context.
- Read the grammar sections.
- Complete the grammar exercises.
- Describe the relationship between characters.
- Choose a creative assignment.
- Fill out the writing reflection.

Learning Objectives

At the end of this lesson you will be able to:

- Identify synonyms and antonyms.
- Analyze the development of character relationships.
- Provide text-based evidence to support your ideas.

Reading

Begin reading *A Single Shard* by Linda Sue Park. You will have three weeks during which to read the book. This week, please read chapters 1–4.

Look over the vocabulary and assignments in this lesson before you begin reading *A Single Shard*. That will help you get a complete picture of what you will be doing this week and help you organize your time efficiently.

This book will be read in three weeks; if your student needs help completing the book in that length of time, consider creating a daily schedule or doing some of the book as a read aloud.

Vocabulary

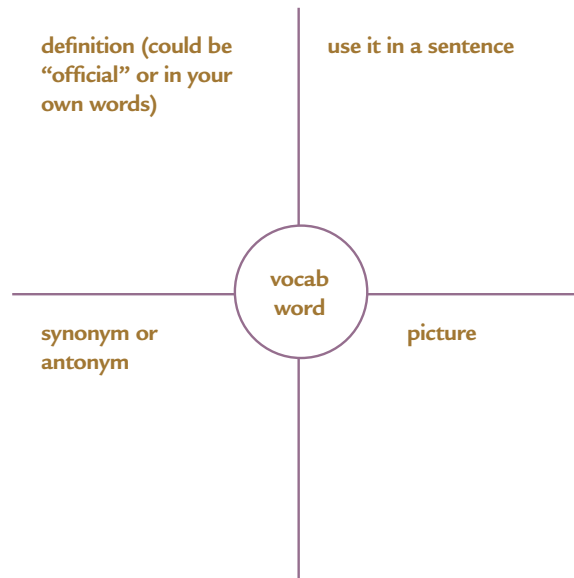
Please select 5–8 words from your literature reading. Try to choose words that are the most unfamiliar to you. Based on the context, guess what each word might mean before you look it up. Write down each word in a notebook—this will become your personal dictionary. Include the definition of the word and part of speech. (You can use the same notebook as the one for your Reader’s Journal.)

Each week, you can decide how you would like to practice with your vocabulary words. Please choose one activity from the list below to use with your vocabulary words this week.

The vocabulary list will be created by the student in this lesson, which helps them focus on learning words that are unfamiliar to them. See below for the options students have for using the words in context.

Vocabulary practice activities:

- Use your words in your writing for other assignments this week. Underline or highlight the words that you use.
- Write a short story or paragraph that uses all of the words on your vocabulary list. The paragraph has to make sense!
- Write a song that uses the words in a creative way. Be sure it makes sense, even if it is silly.
- Create your own visual interpretation of each word. This could be done through drawing, painting, sculpture, photography, or collage. Be sure the meaning of the word is clearly expressed.
- Use the words in a paragraph describing a specific scene from the book you are reading.
- Write a poem, journal entry, or letter using all your words. The words should be used in context rather than just listed with their definitions.
- Record a short film, speech, or imaginary newscast where you use all the words correctly.
- Write a scene of dialogue between two people. The scene and characters can be based on the book you are reading or can be completely from your imagination. Use each vocabulary word in context in the dialogue.
- Make a foursquare as shown here. Divide your page into four sections. Write the definition in one corner, a sentence in one corner, a picture that demonstrates the meaning of the word in one corner, and a synonym or antonym in the other.



Grammar Reading

Each grammar section will include selections from the English Manual that you received with your coursebook, and assignments designed to give you practice with the topics. Even if you think you know the topic very well, read each section to refresh your memory and pick up new tips that will strengthen your writing.

This week, please read the following sections:

- Synonyms and Antonyms
- The Writing Process
- Writing Styles

All of the grammar reading sections can be found in the student coursebook and in the English Manual that was received with the coursebook.

Grammar Exercises

1. List one synonym for each of the following words.

Synonyms may vary from those listed below.

small	tiny	grief	sorrow	happy	gleeful
worried	concerned	sick	ill	tired	fatigued
purchase	buy	answer	reply	kind	considerate
courteous	polite	aid	help	beautiful	lovely
short	brief	close	near	hungry	famished

2. List one antonym for each of the following words.

Antonyms may vary from those listed below.

long	short	early	late	cold	hot
ugly	pretty	difficult	easy	young	old
false	true	light	dark or heavy	small	large
many	few	slow	fast	cruel	kind
rough	smooth or gentle	lose	gain	lazy	industrious



Talk About It: Discussion

You can learn about different places and time periods by reading historical fiction. Discuss with a friend or family member some things you have learned about the time period and place where Min lives.

Occasionally there will be topics the student is encouraged to discuss with others rather than exploring in writing. Verbally expressing ideas, concepts, and information without prior preparation is an essential skill. Use these opportunities to evaluate the student's knowledge of the topic as well as communication skills. You can also model clear, respectful communication that uses a rich vocabulary and detailed description.



Reader's Journal

In this course, you will keep a journal about what you are reading. Some of the lessons will include journal assignments. You can also use your journal for keeping track of daily thoughts, notes, brainstorming, and sketches. Journal writing is less formal, so you don't have to worry about editing and proofreading, and you can use a more casual voice.

Write down your first impressions of this story. Is there something that you like about it (or don't like about it) so far?

The informal journal activities are designed to help students reflect on the reading and develop note-taking skills. The journals are not meant to be graded, or even read by the teacher, although students are welcome to share them. If shared, the journal entries can prompt discussions about the novel and literary technique.

Literature Assignments

Complete the following assignments after you have read this week's chapters.

1. Describe the relationship between Crane-man and Tree-ear. Who takes care of whom? Please provide specific examples from the story to support your opinion.

This is an open-ended question and students can focus on any element of the relationship that they find interesting. A strong response will include a clear topic sentence describing the relationship between the two characters and an example from the book that supports the student's topic sentence.

2. Choose one of the following assignments.
 - a. Draw a picture of a scene that you enjoyed from the first four chapters. Choose a scene with a lot of visual details. When you are finished with your drawing, write a caption that explains what is happening in the scene. Please use color and do your drawing on unlined paper.

The drawing should include specific details from the story. Ask your student to explain different elements of the picture or to describe the scene verbally to help you match relevant details in the illustration. The caption should also give a clear sense of the scene.

- b. Min treats Tree-ear very differently than his wife does. Imagine that you could eavesdrop on a conversation between Min and his wife about whether Tree-ear should be allowed to continue working after his nine days are up. Write the dialogue as you imagine it between these two characters. Don't forget to use proper dialogue punctuation.

The student is encouraged to be creative and write in the voices of the characters. This is an opportunity to review dialogue punctuation and it could be useful to look at examples of properly punctuated dialogue in the novel. Take particular note of punctuation marks used at the end of the spoken phrase and review the proper conventions with your student if you notice repeated errors.

Writing Reflection

Take a few minutes to reflect on your current skills as a writer. Consider each question carefully and then circle the answer that best describes your feelings. Be honest in your answers—you won't be graded on this. This is just an exercise to help you recognize ways in which you are improving as a writer. You will repeat this exercise at the end of each semester.

I can express myself clearly in writing.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I like the creative process of writing stories.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I enjoy doing research and writing about what I've learned.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I follow the writing process of revising, editing, and proofreading my writing to make it stronger.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I'm good at finding and correcting my mistakes during the editing and proofreading processes.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Afterward, write down one or two things you'd like to work on as you develop your writing skills.

This writing reflection will be repeated at the end of each semester to help students recognize areas of growth. Take special note of the student's response to the final prompt above; you can help the student develop this area by giving specific, targeted feedback on writing assignments in the upcoming lessons.

Learning Checklist

Use this learning checklist to keep track of how your skills are progressing. Include notes about what you need to work on. You will be developing these skills throughout the year.

This learning checklist is included both in the student's coursebook and here so you and the student can keep notes on academic progress. If your student doesn't fill it out each week, that's okay. Even just reading the skills listed will help the student gain awareness of key learning targets. Some skills will be mentioned repeatedly while others are specific to a single lesson. Students are not expected to consistently display all skills right away but to develop them over time. The main goal is to see improvement in the coming weeks.

SKILLS	Developing	Consistent	Competent	Notes
Use vocabulary words correctly in context				
Identify synonyms				
Identify antonyms				
Analyze the development of character relationships				
Provide text-based evidence to support ideas				

For Enrolled Students

When you have completed this lesson, continue to lesson 2. You will share your work with your Oak Meadow teacher at the end of lesson 2. If you have any questions in the meantime, please let your teacher know.