

Grade 7 English

Oak Meadow Teacher Manual

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Lesson



A Single Shard: The Relationships between Characters

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.

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.

Vocabulary

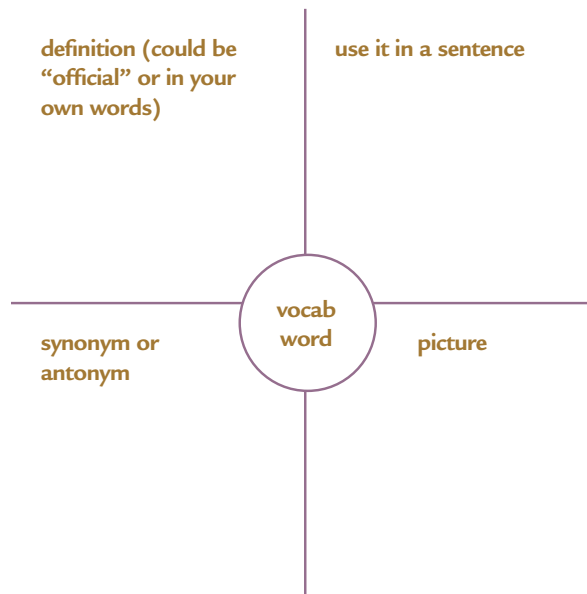
Please select 5–8 words from your literature reading. Try to choose words that are the most unfamiliar to you. Based on the context, guess what each word might mean before you look it up. Write down each word in a notebook—this will become your personal dictionary. Include the definition of the word 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 explore 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 identify 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				

Lesson



A Single Shard: Values and Ethics

Learning Objectives

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

- Use vocabulary words correctly in context.
- Use story details to identify underlying community values.
- Draw parallels between the story and personal experience.

Reading

Continue reading *A Single Shard*, completing chapters 5–9 this week.

Glance over the list of vocabulary words below and try to spot them in your reading. You may also want to read the assignments before you begin your reading; this will help you pay attention to specific elements of the story.

Vocabulary

Here is this week's list of vocabulary words, which are taken from the story you are reading.

- translucent **semitransparent**
- garb **clothing**
- arduous **difficult**
- tithe **tax or payment**
- tunic **loose knee-length garment**
- makeshift **improvised**
- commiserate **sympathize**
- feigned **pretended**

Write down each word in your notebook (your personal dictionary). Include the definition of the word and part of speech.

Use the vocabulary words in context by choosing one activity from the list below (or choose any one of the activities listed in lesson 1).

Students will use each vocabulary word in context, using one of the methods listed in lesson 1. Definitions are above to help you assess the student's appropriate use of the words.

ASSIGNMENT SUMMARY

- Read chapters 5–9 in *A Single Shard*.
- Define vocabulary words and use them in context.
- Identify community values based on story clues.
- Examine an ethical question from different perspectives.
- Choose a project based on celadon pottery.

Assignments

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

1. Tree-ear and Crane-man live very differently than the other villagers. They are also treated very differently because of their status. Based on Tree-ear's interactions with the other characters in the book, what can you figure out about the values in this small village? Please provide examples.

This question requires the student to make inferences about what the villagers value based on how they treat Tree-ear and Crane-man. It might be useful to discuss this question first and to help your student make connections between the behavior of the villagers and what they believe. Look specifically for language that shows that your student understands the connection between the characters' actions and their beliefs. This is an important skill to develop in preparation for high school level literature courses.

2. In Chapter 6, Crane-man and Tree-ear have a discussion about stealing. Crane-man says that if an idea is taken by "stealth or by trickery," then it is stealing. What do you think? Do you agree? If Tree-ear had told Min about what he saw Kang working on, would you consider that stealing? Use examples from your own life to support your opinion.

The ethical question presented can be considered from various points of view. It might be useful to discuss the issues before your student writes about them. Encourage your student to explore the difference between copying an idea stealthily and copying an idea openly. Some might argue that copying an idea openly isn't stealing, but is actually a form of flattery. A strong written response will explore the difference between the two types of copying and will provide a hypothetical example or one from the student's life to support his or her opinion. This question provides the student with an opportunity to contemplate an ethical question and to write persuasively.

3. Choose one of the following assignments to complete.
 - a. Based on what you've read so far, describe the process of making a pot using the methods described in the book. You can do this in writing or by drawing out the different steps and labeling them.

This is an opportunity for students to practice summarizing skills. A strong response will contain all the important steps as well as specific vocabulary used in the book. However, students should be encouraged to use their own words and condense the process into a shorter version than what is described in the story.

- b. Make a vase using clay that you can bake in your home oven. Decorate the vase with images from the story.

Look for specific elements from the book in the decoration of the vase. Students should be able to explain their choices.

- c. Research Korean celadon pottery from the historical time period of *A Single Shard* (you can find more information in the Author’s Note at the end of the novel). Create a collage of images you find or draw some yourself and provide captions explaining what each image is.

This choice lets students explore celadon pottery and gain a deeper understanding of the different styles. The final collage should contain several images with captions that demonstrate the student’s understanding of this artistic style.



Up for a Challenge?

Research other unique types of pottery or pottery from other countries. Visit a museum or a pottery artist to learn more about this art form.

All the assignments in the “Up for a Challenge?” sections of this course are optional and intended for students who wish to extend their learning, or challenge themselves.

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.

SKILLS	Developing	Consistent	Competent	Notes
Use vocabulary words correctly in context				
Provide text-based evidence to support ideas				
Use story details to identify underlying community values				
Draw parallels between the story and personal experience				

Lesson



Catherine, Called Birdy: Emotions and Predictions

Learning Objectives

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

- Demonstrate writing from the point of view of a story character.
- Predict future story events based on plot details.
- Demonstrate the artistic style of illuminated manuscripts from the Middle Ages.

Reading

Continue reading *Catherine, Called Birdy*. This week, please read the following sections: January, February, March, and April.

Vocabulary

Please select 5–8 words from your literature reading for your vocabulary list this week. Choose words that you don't know and try to guess the meaning, based on the context, before you look them up. Write down the definitions in your personal dictionary. Finally, choose one vocabulary practice activity from the list below or from the list in lesson 1, and use each word in context.

Check that the student is using vocabulary words correctly in sentences. Encourage the student to use a variety of practice activities (listed in lesson 1).

ASSIGNMENT SUMMARY

- Continue reading *Catherine, Called Birdy*.
- Choose vocabulary words and use them in context.
- Write in journal form from one character's point of view.
- Make a prediction about what will happen in the story.
- Draw in the style of an illuminate manuscript.



Think About It: Reflection

Our emotions are often connected with our physical health, and are affected by physical ailments we are experiencing. Think about some examples from the story where the emotional and physical health of the characters is related or combined. Think about a time that your emotions were affected by your physical health, or when your physical health was affected by your emotions. How were you able to help yourself feel better?

This reflection prompt may be something your student is interested in discussing with others. In the story, the character often references a connection between emotional and physical health. Using this topic for reflection and discussion can help students draw parallels between the literature and their own personal experiences.



Talk About It: Discussion

Birdy enjoyed writing in her journal. She found that it was an important outlet for her feelings and a way to reflect on the events of her life. Ask five people you know if they write in a journal, or if they ever have. What reasons do people give for keeping a journal or not keeping a journal?

Students are asked to talk to others about their journal writing experiences. No written response is needed for this or any prompts in the “Talk About It” sections.



Reader’s Journal

Re-read Birdy’s journal entry for February 3rd. In it, Birdy rejects someone based on their physical appearance. Do you think this is fair? Should she have gotten to know more about him first? Write in your journal about a time that you were judged by your physical appearance, or a time that you may have done this to someone else.

This may be a sensitive topic for students, depending on individual experiences. While these journal entries are not required or meant to be shared, some students may want to discuss their thoughts and experiences around this topic.

Literature Assignments

1. On February 21, Birdy writes about Madame Joana's fortune. Write about what you think her predictions mean. Write your answer in journal form as though you were one of the characters in the story. Use the first-person point of view. Make sure to specify which character is writing the journal.

Students will practice writing using the first-person perspective as they give their interpretation of the fortune. Here is the prediction made by Madame Joana in the story: "You are lucky, Little Bird, for you have wings. But you must learn to master them. Look at the baron's hawk there on her perch. Just because she doesn't flap her wings all the time doesn't mean she can't fly." Students will choose one character to personify while writing their interpretation in journal form. The writing may reflect the language and personality of the character chosen.

2. Make your own prediction about what will happen to Birdy, what will come next in the story, or how the story will end. Give a brief explanation of what makes you think this will happen.

Students should be able to point to specific plot details when explaining their predictions for what might happen next.

3. In the Middle Ages, illuminated manuscripts were drawn with impressive care and patience, using brilliant colors and intricate designs. You might want to find several photos of illuminated manuscripts to get a better idea of this art form. Create a new book jacket for this book, or write a favorite phrase from the book or your initials in decorative script with full color borders in the style of medieval manuscripts.

Students are asked to explore the art form of illuminated manuscripts. Those who don't consider themselves artistic may prefer to do a smaller project such as a bookmark or name plate for their bedroom door.



Up for a Challenge?

The characters in this story display many types of prejudice. In what ways have you seen the issue of prejudice appear in other books and films? Choose one other book or film that features prejudice in some form, and write a description of how this attitude is expressed. What role does it play in the plot or in the motivation of the characters? Compare this to *Catherine, Called Birdy*.

This is an optional assignment.

Learning Checklist

Use this learning checklist to track how your skills are developing over time and identify skills that need more work.

SKILLS	Developing	Consistent	Competent	Notes
Use vocabulary words in context				
Demonstrate journal writing from the point of view of a story character				
Predict future story events based on plot details				
Demonstrate knowledge of the artistic style of illuminated manuscripts from the Middle Ages				

Lesson



Catherine, Called Birdy: Expressive Language

Learning Objectives

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

- Identify examples of analogies, metaphors, and similes.
- Analyze what makes an analogy effective.
- Demonstrate a well-organized paragraph.

Reading

Finish reading *Catherine, Called Birdy*. Make sure to read the Author's Note at the end of the book.

Grammar Reading

Read the following sections:

- Concise Writing
- Analogies, Metaphors, and Similes

Grammar Exercises

1. Find three examples of analogies, metaphors, or similes in your literature reading this week. Copy each one, note the date of the journal entry where you found it, and explain why it is effective or why you think the author used it.

Responses will vary, depending on the examples cited. Here are just a few examples of these literary techniques found in *Catherine, Called Birdy* (the date shows the journal entry where the quote appears):

December 4: [The king] does not weep but rides with a face of stone. (metaphor; effective because the hardness of the stone matches the rigid control the king has over his emotions)

December 8: I think all of creation is huddled in our hall. (metaphor; effective because this gives a strong image of how crowded the hall is)

ASSIGNMENT SUMMARY

- Finish reading *Catherine, Called Birdy*.
- Read the grammar sections.
- Complete the grammar exercises.
- Choose a writing assignment and write two paragraphs.
- Choose a creative project.

December 13: . . . we are cooped up here like chickens in a hen house. (simile; effective because it gives the impression of people being cooped up in a small, close space)

December 17: I think love is like mildew, growing gray and musty on things, spoiling them, and smelling bad. (analogy; effective because it expresses Birdy’s impression of how love—or the loss of love—has changed her uncle from fun-loving and healthy to dreary and unkempt)

2. Write a bad analogy, analyze why it is bad, and then rewrite it into an effective analogy. (Refer to the example in the English Manual.)

Students are encouraged to write a silly or irrelevant analogy by making comparisons that do not match. Students should be able to explain why the analogy doesn’t work and then improve it by changing the comparison to something more evocative of the original idea.

Literature Assignments

1. Choose one of the following writing assignments to complete this week. Write at least two paragraphs. Use informative topic sentences, and organize your ideas in a clear and logical order.

Look for strong topic sentences that introduce each paragraph, and writing that flows in a logical sequence. The paragraph should stay on topic and directly reference the main idea, and the two paragraphs should relate to one another.

- a. Compare and contrast Birdy’s life with your own life today. Describe one important way your life is different, and one important way it is similar. Use examples from the story in your writing.
 - b. Research the author of *Catherine, Called Birdy*, Karen Cushman. What was her motivation for writing this book? Do you think that she accomplished what she set out to do?
 - c. Choose two quotes from the book that stand out or that you feel are important to understanding the story or a particular character. Explain what you think each quote means and why it is important.
2. Choose one creative project:

Students will use specific story elements to create their creative project.

- a. Design a comic strip about Birdy’s potential husbands. Be sure to use captions and create carefully drawn illustrations using details from the story.
- b. Write a series of five journal entries that Birdy could have written after the story ends. Refer to past events from the story as Birdy describes her life. Remember to try to pay attention to the voice you are using, so that it reflects Birdy’s attributes and personality.
- c. Write or act out a conversation that Birdy may have had with her father about her potential husbands.

Learning Checklist

Use this learning checklist to track how your skills are developing over time and identify skills that need more work.

SKILLS	Developing	Consistent	Competent	Notes
Identify examples of analogies, metaphors, or similes				
Analyze what makes an analogy effective				
Use informative topic sentences				
Organize ideas into a logical sequence				