

# Guided Reading Lesson Plan (Levels M-Z)

Title: A Single Shard Level: U ISBN: 978-0-547-53426-8 Publisher: Houghton Mifflin Harcourt  
Assignment: Chapter 1-2

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

**Book Overview:** This book tells of an orphaned child who dreams of becoming a potter. He works for a potter who is bitter and angry that his son died years ago. Tree-man longs to learn how to make a pot, but Min, the potter, refuses to teach him because he is not his son. Tree-ear goes on a very long journey to take Min's vases to the palace. The vases are broken by bandits. Tree-ear finds a single shard of the broken vase, takes it to the palace, and his master, Min, is chosen for commission. When Min returns with the good news he discovers his only friend and father like figure has died in a tragic accident. Min and his wife take Tree-ear in, as their own son. They give him a new proper name and Min decides to teach Tree-ear how to make his very own pot with his own wheel.

**Chapter 1-2:** Tree-ear was given to Crane-man when he was about two years of age. His parents had died of fever and his only uncle had moved away. Crane-man was a crippled man who could no longer work. Therefore he had to sell everything he owned, even the roof over his head. Crane-man and Tree-ear lived under a bridge. Tree-ear loved to watch a master potter, Min, while he worked. One day Min was not there, and Tree-ear was examining his pots closely, when Min caught him. Min thought he was stealing his pots. Tree-ear dropped the box he was holding and damaged it. In order to help make up for the ruined piece Tree-ear has agreed/asked Min if he could work for 9 days with the potter as payment. Tree-ear thinks he will learn to throw clay on the wheel but Min puts him to work chopping wood far away. At the end of the day Tree-ear is beat and tired from the exhausting work, and he realizes he has 8 more days of hard work ahead.

Words/Text Layout:

\*New or important words (V) Pg 4 perusal- survey

Pg 12 deftly- skillful, clever

Pg 12 celadon- porcelain

Pg. 15 impudence- rudeness

Pg. 18 derision- ridicule or mock

\*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Good readers go beyond the text to interpret characters thoughts and feelings. As you read today look for examples of Tree-ear's feelings in different situations. List 2 examples of his feelings and what causes the feelings, in your Reader's notebooks.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

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\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

1. How did Tree-ear meet Crane-man?
  2. What did Tree-ear enjoy doing in his spare time?
  3. In chapter one Crane-man says, "Scholars read the great words of the world, but you and I must learn to read the world itself." What does this mean to you?
  4. What happens with Tree-ear goes to watch Potter Min make his pottery?
  5. How does Tree-ear try to repay Potter Min?
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Writing Connection (optional):

Do you think Tree-ear is a good person? Why or why not? Remember to use examples from the text to help support your answer.

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Title: A Single Shard Level: U ISBN: 978-0-547-53426-8 Publisher: Houghton Mifflin Harcourt  
Assignment: Chapter 3-4

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

Chapter 3-4: Tree-ear continued to work for Min for the remainder of the nine days. Tree-ear became frustrated with Min because he would get so mad at him for things he did wrong, but he would never tell Tree-ear the right way to do things. He didn't know how to be a mind reader. After the nine days were up, Tree-ear went back to Min and asked if he could continue to work for him and in return he would teach him how to be a potter, Tree-ear's dream. Min agreed. Min worked Tree-ear very hard but he also gave him one meal a day. Tree-ear saved half his meal every day for Crane-man. Tree-ear soon realized when he went to collect his bowl with half of his meal left, that Min's wife refilled the bowl to the top. She would refill his bowl every day.

Words/Text Layout:

\*New or important words (V) Pg 28 keen- sharp  
Pg 30 insolence- rude  
Pg 35 treacherous- dangerous

\*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Good readers use context clues to help them figure out the meaning of a word. In chapter four there are several great vocabulary words that will be new to you. In your reader's notebook record the words you do not know. Read the sentences before and after that word and see if you can determine the meaning of the word. See how many new words you can discover. We will spend some time when we meet back looking up these words in a dictionary to see how close you were to the real meaning of your words.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

1. When Tree-ear's nine of working for Min are up, what does he want to do?
2. Min says he cannot pay Tree-ear, so what agreement do they work out?
3. Tree-ear eats half of his food Min's wife makes him every day. When he goes back to get the rest of his food to take home to share with Crane-man what does Tree-ear notice?
4. How does Tree-ear repay Min's wife?

Writing Connection (optional):

Would you have the will power not to eat the whole dinner, knowing that your bowl would still be filled to the top at the end of the day? Explain why you think Tree-Ear doesn't eat the whole bowl of food, knowing this.

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Title: A Single Shard Level: \_U\_ ISBN: \_978-0-547-53426-8\_ Publisher: Houghton Mifflin Harcourt  
Assignment: Chapter 5-6

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

Chapters 5-6: Tree-ear continues to work for potter Min. Min has yet to teach Tree-ear anything through words anyways. Tree-ear has learned how to gather the clay and drain the clay. He is still eager to experiment with the clay and use the potter's wheel. When Min was making leaf petals from clay, Tree-ear took some clay home and made a leaf petal that was just as good as Min's. When he put his leaf with Min's leaves, Min never noticed. Emissary Kim had come to Ch'ulp'o to choose a potter who would be the next commissioner for the palace. Min and Kang are both very skillful potters in Ch'ulp'o, but Tree-ear thinks that Emissary Kim will be able to see that Min is more careful, patience and more talented than Kang.

Words/Text Layout:

\*New or important words (V) Pg 50 vigilance- alert, concern, watchfulness

Pg 51 translucent- clear

Pg 54 tithe- to give or pay part of what is earned

Pg 64 connoisseur- critic or judge, the best in that field

\*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Good readers make inferences during their reading. Today as you read, mark a place where you used making inferences to help you understand the text.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

1. Tree-ear had to work before and after he worked for Min, what was he doing?
2. What did Crane-man notice when Tree-ear tried on his new shoes he made for him?
3. What surprise did Min's wife have for Tree-ear?
4. What did Tree-ear decide he would do with the gift?
5. Why is the town of Ch'ulp'o so excited and a little up tight?
6. What does Tree-ear do that pleases Min?

Writing Connection (optional):

Tree-ear thinks a very long time before he acts. He always wants to do the right thing, and even ask Crane-man for advice. What could you learn from being more like Tree-ear? How would this way to living help or not help you? Explain your thinking, using evidence from the text.

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Title: A Single Shard Level: U ISBN: 978-0-547-53426-8 Publisher: Houghton Mifflin Harcourt  
Assignment: Chapter 7-8

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

Chapters 7-8: Min finally asked Tree-ear what he saw when he look at potter Kang's pottery. Tree-ear told him about a new inlay method with colored slip that fired black. Min decided to try this new method. Tree-ear knew from looking at Min's unfired, drying pieces that his work was much better than Kang's. After firing however, the glaze made brown spots all over his pottery, so Min destroyed all of the pieces he had worked so hard on. Emissary Kim came to told him if he could make inlay like Kang his work would surely be considered but he would have to make the trip to Songdo to show the palace. Tree-ear offers to make this journal for Min, because he is so old and too old to make that kind of journey. Min set's to work trying to create a prefect piece of pottery using this inlay method. Tree-ear asked Min if he would be willing to teach him how to make a pot and Min says he will never learn how to make a pot from him because Tree-ear is not his son.

Words/Text Layout:

\*New or important words (V) Pg 73 harangued- scolding or verbal attack

Pg 84 placid- pleasantly clam

Pg 85 shard- broken piece of pottery

Pg 89 tumultuous- boisterous or unquiet

\*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Good readers go beyond the text to interpret characters thoughts and feelings. As you read today look for examples of Tree-ear's feelings in different situations. List 2 examples of his feelings and what causes the feelings, in your Reader's notebooks.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

1. How do you think Min knew Tree-ear knew something about Kang's pottery that he himself did not know?
2. What does Min decide to do after Tree-ear tells him of the new method, "inlay"?
3. What happens after they fired the new pots Min has made?
4. Emissary Kim wants Min to make another pot using the inlay method and take his pot to Songdo to show the palace. What does Min tell them?
5. What does Tree-era offer to do, to help potter Min?
6. Tree-ear finally gets the courage to ask Min to teach him how to make a pot. What was Min's response?

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Writing Connection (optional):

You have paid careful attention to Tree-ears thoughts in feelings through four different chapters of this book. How are Tree-ear's thoughts and feelings changing? Remember to use evidence from the text to help support your answer.

# Guided Reading Lesson Plan (Levels M-Z)

Title: A Single Shard Level: U ISBN: 978-0-547-53426-8 Publisher: Houghton Mifflin Harcourt  
Assignment: Chapter 9-10

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

Chapters 9-10: Min has Crane-man build him a bag out of straw, strong and sturdy enough to carry his two pots in. Before Tree-ear leaves on the long journey he molds Crane-man a clay monkey and fires it without Min knowing. Crane-man ties the monkey to his belt. Tree-ear sets out for this long and difficult journey early in the morning. The traveling goes very well for the first couple days, he finds a meal and place to stay each night on his journey. The first night he does not pass through a town where there would be a meal and a place to stay he chooses to sleep between two rocks. A fox surprises him, but he survives. When Tree-ear reaches Puyo the city is alive with food, pottery, drinks and random items at a market. At the market he sees Kang's work and realizes he needs to make the journey even faster, because people are buying and reselling Kang's work.

Words/Text Layout:

\*New or important words (V) Pg 96 feigned- pretended or assumed

Pg 109 trepidation- tremendous fear or alarm

Pg 116 concubines- secondary wife

\*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Good readers go beyond the text to interpret characters thoughts and feelings. As you read today look for examples of Tree-ear's feelings in different situations. List 2 examples of his feelings and what causes the feelings, in your Reader's notebook

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

1. Why do you think Ajima really asked Crane-man to come by and help with chores everyday?

2. What does Tree-ear make for Crane-man and how does he make it?

3. What does Min do to Tree-ear that surprises him?

4. Tree-ear journey was going smoothly until what happened?

5. What catches Tree-ear's eyes and attention when he reaches the city of Puyo? Why is this important?

Writing Connection (optional):

Do you think Tree-ear's feelings about Min will effect his journey? Why or why not. Remember to use evidence from the text to help support you answer.

# Guided Reading Lesson Plan (Levels M-Z)

Title: A Single Shard Level: U ISBN: 978-0-547-53426-8 Publisher: Houghton Mifflin Harcourt  
Assignment: Chapter 11-13

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

Chapters 11-13: Tree-ear was continuing his journal when two men attacked him. They stole his money and smashed the two vases. Tree-ear searches wildly for either vase, hoping one of them did not smash to pieces when the bandits threw them over the cliff. He finds a shard of one of the vases. He protects the shard and decides to take it to the palace. Emissary Kim is very pleased with this shard and offers Min commission. Emissary Kim sends Tree-ear back to Ch'ulp'o by boat. When Tree-ear finally gets home he tells Min that the Emissary has made him commission. Min looks solemn and tells Tree-ear that Crane-man has died. Tree-ear is devastated. Min's wife wants to give Tree-ear a new name and she wants him to live with them. Min has also agreed to teaching Tree-ear how to throw a pot on his own wheel. The story ends with a pot that was found many ears ago. The owner is unknown, but on the pot it has sea green glaze and pictures of cranes on it. The vase is called, "Thousand Cranes Vase"

Words/Text Layout:

\*New or important words (V) Pg 122 leer- sly or evil look

Pg 123 pinioned- restrain

Pg 135 intricate- complicated, lots of details

Pg 142 subdued- quite or repressed

\*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Good readers pay attention to big ideas, theme, in the text to help them summarize and understand the text. As you read today pay attention to the big ideas. Tell what you think the big idea from the book is. What lesson or idea does the author want you to take away from his book?

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

1. What happens to the vases on Tree-ear's journey?

2. What does Tree-ear do after the bandits leave?

3. Why does Tree-ear feel so ashamed after he shows Emissary Kim the shard?

4. When Tree-ear runs to Min to tell him the good news, why is Min so solemn?

5. Even though Crane-man has died, good things happen to Tree-man. List a few of those good things.

Writing Connection (optional):



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At the end of the story the author tells of a vase that was found and no one knows of its maker. Who do you think made the vase? Remember to use evidence from the text to help support your inference.