




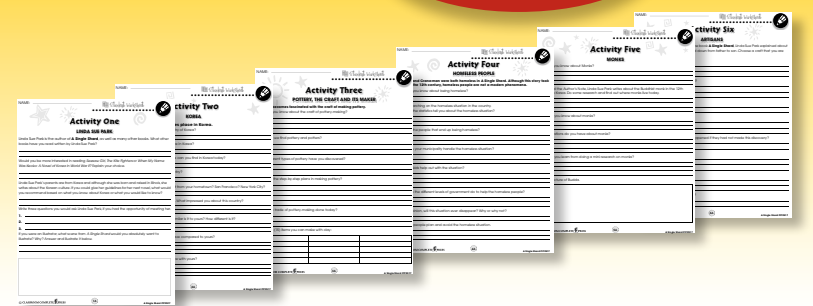
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Linda Sue Park

Linda Sue Park is an author you are likely to hear and read a lot about.

Linda Sue Park was born in Urbana, Illinois on March 25, 1960. Her parents were both born in Korea, making Linda Sue a first generation Korean-American. She always had a love of reading and started with stories and poems when she was only four years old.



Linda Sue became a published author when one of her Haiku poems were bought for a children's magazine called *Trailblazer*. Her poem was published in the winter 1969 edition. She was so proud and happy that she never cashed in the check, which is still in a picture frame today, hanging in the Park's home.

In elementary and high school, Linda Sue wrote and read a lot. She graduated from Stanford University with a degree in English. After university, she moved to Dublin, Ireland, where she met the love of her life. She married him and together they had two children.

Between 1983 and 1990, she worked as a food journalist, and as an 'English-as-a-second-language' teacher. In 1990, her family moved to the United States and in 1997 she started writing *Seesaw Girl*, which was published two years later. Today, she and her family live in New York State.

Did You Know?

- *The Kite Fighters* was published in 2000. Mr. Park, Linda Sue's dad was the illustrator for the book.
- *A Single Shard*, was published in March 2001 and was awarded the 2002 Newbery Medal.
- She has published novels, stories, poems and picture books.



Chapter Four

1. What do you think will happen to Tree-ear while he's working for Min? Do you think that he should keep working for him or not? Why?

2. Other than schoolwork, have you ever worked? How long did you work for? Did you get paid or receive something in return? Did you enjoy your experience or not? Why?

Vocabulary

Choose FIVE of the words below that are LEAST familiar to you. Look up their definitions in a dictionary and use each word in a sentence that clearly shows its meaning.

accustomed	apprentices	bail	derision	eaves
felicitous	fervently	jest	offended	terse

- _____
- _____
- _____
- _____
- _____



Chapter Four

1. Match the words in the box to its corresponding question.

bail felicitous kimchee pummel sieving tedious terse unobtrusive winnowed

- | | |
|----------------------|---|
| <input type="text"/> | a) How did Tree-ear hide his lunch? |
| <input type="text"/> | b) What is called a traditional Korean pickled dish? |
| <input type="text"/> | c) How two items go well together can also be described as? |
| <input type="text"/> | d) What Tree-ear thought of his work in draining the clay? |
| <input type="text"/> | e) What is another word for sifting? |
| <input type="text"/> | f) What else needed to be done on the clay? |
| <input type="text"/> | g) If the words were short and brusque, they were also what? |
| <input type="text"/> | h) The clay also needed to be beaten or what? |
| <input type="text"/> | i) Clearing the water from the clay by dripping and throwing it is called what? |

2. Number the events from 1 to 7 in the order they occurred in Chapter Four.

- Tree-ear learned more about Min from the locals than from Min himself.
- Tree-ear brought his own bowl to the Potter's wife so he could bring Crane-man half of his meal.
- Min never indicated if he was satisfied with Tree-ear's work or not.
- Tree-ear was getting more accustomed in getting and carting the clay.
- Draining the clay was a tedious process.
- Tree-ear got upset and threw his bowl after a wild animal ate his left-overs.
- Tree-ear's bowl was being filled to the top during the afternoon. Now both he and Crane-man would eat supper.



Chapter Four

Answer each question with a complete sentence.

1. How did Tree-ear prepare the clay for Min? How different do you think the process would be if the story took place today?

2. What do you think about the half-empty bowl being filled up during the afternoon? Who do you think is filling up the bowl and why?

3. Why do you think Min is so quiet with Tree-ear? Explain your answer.

4. Have you ever experienced clay? What does the clay remind you of and why?

5. Do you think the clay process is only available in Korea? Why or why not?



Journal Activity

Tree-ear has learned a lot about Min and the villagers just by listening to the people in the village speak. Have you ever overheard people talk about something or someone else? What happened? Who were they talking about? Were the stories true or were they just gossiping?

If you now heard someone talk behind someone else's back, how would you react? Would you confront them or not? Why? Would you approve and encourage their talking? Why or why not?



Chapters 7 to 8

In Chapters Seven and Eight, Min learns of Kang's new technique. Royal Emissary Kim tells Min to make another batch of pottery and to send it to Songdo for another evaluation.

Write a positive cheer-me-up note to Min. Use words of encouragement written on your behalf.

Tree-ear volunteers to bring the pottery to Songdo.

Write Tree-ear's letter of encouragement from his good friend Crane-man. Write in your letter that you can't be there for him physically, but emotionally and spiritually. Use specific examples. Make sure your letters tone is positive and uplifting in this challenging time.



Chapters 9 to 10

Tree-ear has created a little clay monkey by pinching and molding a piece of clay. Without Min's knowledge, Tree-ear fires the monkey and before he leaves for Songdo to show the emissary Min's vases, he offers it to Crane-man.

Crane-man often refers to Tree-ear as a little monkey. Do a mini-research and find out what the monkey means in the Asian calendar.

Now, using the year you were born, what animal are you? Read up on that animal. How close are you to those characteristics? How different are you to them?



Word Search

Find all of the words in the Word Search. Words are written horizontally, vertically, diagonally, and some are even written backwards.

- APPRENTICE
- CAPTOR
- CHRYSANTHEMUM
- CLAY
- COMMUNAL
- CONNOISSEUR
- CRANE
- ENTOURAGE
- FEROCITY
- GRATITUDE
- INLAY
- JOVIAL
- KILN
- KIMCHEE
- LUSCIOUS
- MEDALLIONS
- MONK
- MUSHROOM
- ORPHAN
- PANTALOONS
- POTTER
- POTTERY
- RAILING
- REPLICAS
- ROYAL
- RUBBISH
- SOLEMN
- TREE
- VICIOUS
- WHEEL

R	A	B	C	D	N	E	F	G	H	I	J	K	L	M	N	O	R
P	U	Q	R	A	S	T	U	V	W	X	Y	Z	A	B	C	E	A
E	D	E	H	M	U	M	E	H	T	N	A	S	Y	R	H	C	I
E	N	P	S	F	S	G	H	C	S	J	S	L	M	N	I	L	
P	R	T	O	S	P	U	O	O	N	R	A	S	T	U	V	T	I
O	O	W	O	X	I	M	O	O	C	Z	A	B	C	D	N	N	
R	E	T	F	U	M	O	H	I	K	I	M	C	H	E	E	G	
L	O	G	T	U	R	E	N	L	C	H	I	J	K	R	C	R	M
A	L	T	N	E	A	P	N	M	S	N	O	U	Y	R	P	O	
I	L	A	P	A	R	E	G	P	O	L	U	B	Q	A	A	P	O
V	L	E	D	A	R	Y	R	E	I	C	B	L	R	L	N	A	R
O	T	E	E	T	C	S	A	K	T	I	U	V	W	C	E	X	H
J	M	R	N	H	Y	Z	T	A	S	U	O	I	C	I	V	B	S
C	D	L	E	F	W	G	I	H	I	J	K	L	M	N	O	P	U
Q	A	R	S	E	T	U	T	Y	T	I	C	O	R	E	F	V	M
Y	W	X	Y	Z	A	B	U	L	A	Y	O	R	C	D	E	F	G
H	I	J	K	L	M	N	D	S	O	P	Q	R	S	T	U	V	W
P	O	T	T	E	R	X	E	Y	O	Z	A	B	C	D	E	F	G
H	I	J	K	L	M	N	O	P	Q	L	M	O	N	K	R	S	T
U	V	W	X	Y	Z	A	B	C	D	F	E	G	H	I	J	K	L
P	A	N	T	A	L	O	O	N	S	N	O	M	P	Q	R	S	T
U	V	W	X	Y	Z	A	B	C	D	E	F	G	N	H	I	J	K



Comprehension Quiz



Answer each question in complete sentences.

- Who are Tree-ear and Crane-man? How did they meet? How did they end up staying together?
- Who is Min? What is he famous for?
- What was the original arrangement between Tree-ear and Min? What happened after?
- What different technique did Kang the potter use? How did Tree-ear discover this?
- Who toured the villages of Ch'ulp'o and Kangjin? What was the purpose of the tour?
- Who was the chosen one by Emissary Kim and why? What other choice could also happen? How?
- How is the tradition of pottery making passed down? Why can't Min teach Tree-ear how to make a pot?
- What did Tree-ear show the royal emissary? What was the verdict?
- What did Min and Ajima say upon Tree-ear's return? List all 4.

SUBTOTAL: /18

The Setting

Locate Korea. Can you find the cities of Ch'ulp'o, Songdo and Puyo?



NAME: _____

After You Read 



Chapter Five

Answer each question with a complete sentence.

1. Why was Tree-ear vigilant about Kang's every move?

2. Why did Tree-ear and Crane-man have to leave their place under the bridge? Where would they end up going?

3. What could have happened if Kang had spotted Tree-ear spying on him?

4. **Point-of-view** is how the author chooses to write his story and how he decides to expose the story. **A Single Shard** is written in a narrator's point-of-view, with Tree-ear's thoughts given in italics. How different do you think the story would be written in another point-of-view? Rewrite the passage where Tree-ear spies on Kang, but write it in Kang's point-of-view.



Journal Activity

Tree-ear saw Kang trying a new technique. Do you think Tree-ear will share that technique with Min? Write the step-by-step instructions on this new technique. Make sure the steps are in order and they are clearly written.

1. Tree-ear was curious and wanted to learn about the potter's work.

2. During the winter they needed to be protected from the open wind. There was an old dugout from an old burned down farmhouse.

3. Answers will vary.

4. Point-of-view: Answers will vary.

1. Answers will vary.

2. Answers will vary.

Vocabulary

Sentences will vary.
1. emissary

2. connoisseur

3. entourage

4. dejection

5. lugubrious

6. demise

1. a) T

b) F

c) T

d) F

e) T

f) F

g) T

h) T

a) 7

b) 1

c) 6

d) 2

e) 5

f) 4

g) 3

1. Because the potters chosen by the royal palace would have work for the rest of their lives. Being chosen was not only an honor but also a security for the potters and their families.

2. Answers will vary.

3. Answers will vary.

4. Answers will vary

5. In the firing, the red slip had turned black. It was the contrast of the black and white against the green that made it unmistakably new, different and remarkable.

6. Answers will vary.



EASY MARKING ANSWER KEY

A Single Shard

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.