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EASY MARKING™ ANSWER KEY

GRAPHIC ORGANIZERS

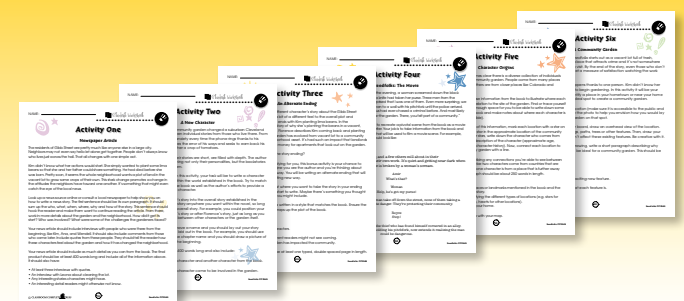
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Paul Fleischman

Born in Monterey, California on September 5, 1952. Paul Fleischman grew up in Santa Monica, California. His father was Sid Fleischman, a Newbery Medal-winning author of children's books, screenplays, nonfiction and novels for adults. The younger Fleischman set type for the family's hand printing press as a youth. His father noted that he was witty and intelligent. He was able to excel in subjects without substantial effort. His love for the arts was obvious even when he was young. He developed an interest in music early on. He would often ride around town on his bicycle and was fond of collecting litter, which he used to make sculptures.



While he was always drawn to the arts, Fleischman didn't consider becoming a writer until he was in college. He attended the University of California at Berkeley. After two years at the school, the 19-year-old Fleischman decided to take a cross-country bicycle and train trip. He ended up in New Hampshire, living in a house built in 1770. While there, Fleischman lived a simple lifestyle with no electricity, phone, and a wood stove for heating. These times would serve as inspiration for fiction. Strong historical themes would appear in many of Fleischman's future work. The budding author would go on to graduate from the University of New Mexico in Albuquerque.

Following school, Fleischman had several jobs while he tried to establish himself as an author. He worked as a proofreader, library shelver, bookstore clerk, and bagel baker. However, these positions wouldn't last. Fleischman went on to write noted works. One of these was *Graven Images*, which was a Newbery Honor Book in 1983. One of his most well-known works, *Seedfolks*, was written in 1997. Fleischman has two sons and lives with his wife in Monterey.

Did You Know?

- Author Paul Fleischman's father, Sid Fleischman, was also an author of children's books.
- Fleischman won a Newbery Medal for his book *Joyful Noise: Poems for Two Voices*.
- When Fleischman was 19, he took a cross-country bicycle and train trip ending in New Hampshire.



Chapters One to Two

Kim to Ana

Answer the questions in complete sentences.

1. Is there anything the cover tells you about the book? Explain why or why not.

2. Read the short description at the back of the book. What themes do you think will be presented?

Vocabulary

Choose a word from the list that means the same or nearly the same as the underlined word.

Be careful - a couple are a bit tricky!

limped	entirely	empty	serious
swayed	platform	strangely	interest

1. I stood before our family altar.
2. I stared at my father's photograph—his face stern.
3. The sidewalk was completely empty.
4. An icy wind teetered trash cans and turned my cheeks to marble.
5. I walked half a block, then crossed the street and reached the vacant lot.
6. She was working at the dirt and looking around suspiciously all the time.
7. My curiosity was like a fever inside of me.
8. Then I took an old butter knife and my cane and hobbled down all three flights of stairs.



Chapter Seven

Virgil

1. Put a checkmark (✓) next to the answer that is most correct.

- a) What grade was Virgil in?
 A Fourth grade
 B Fifth grade
 C Sixth grade
 D None of the above.
- b) Where did Virgil's father drive a bus?
 A Gibb Street
 B Cleveland
 C Westchester
 D Haiti
- c) What didn't Virgil and his father find in the lot?
 A Glass
 B Fabric
 C Bolts
 D Brick
- d) What about the baby lettuce will get a higher price?
 A The fresher it is.
 B The greener it is.
 C The smaller it is.
 D The tastier it is.
- e) What does Virgil say lettuce seeds are smaller than?
 A Marbles
 B Nuclei
 C Sand
 D None of the above.



Chapter Eight

Sae Young

Answer each question with a complete sentence.

1. What did Sae Young hope for for many years?

2. Why didn't Sae Young like to be around people for a time?

3. What is the only time Sae Young will answer her door?

4. How is Sae Young able to maintain her business without leaving home?

5. How does Sae Young's outlook change when she sees the garden and makes her own plot?

6. What contest was held in the garden? What was the result?

Journaling Prompt

When the thunderstorm fills the rain collection barrels, the gardeners have trouble filling their watering cans. Sae Young immediately decides to solve the problem by buying some funnels for the garden. How does she feel when she is able to solve this problem? Why might she feel this way? How does this story match with the themes that have already been presented in the book? Explain your answers in a few paragraphs.



Chapters 1 to 2

Altars

Kim is nine years old when she decides she wants to plant some lima beans in the vacant lot on Gibb Street. Although he died before she was born, Kim's father was a farmer. She wants to feel some connection to him.

Kim's family had created an altar for her father with candles, pictures and offerings of food. She describes wondering whether her father would even know who she was as she stands in front of the altar. Think about this practice. Consider how your family honors those who have died. Is there anything special you do to remember that person?

Do some research. Either ask a relative or search online about your heritage. How did your ancestors honor those who passed? Describe what you find in a few paragraphs.



Chapters 3 to 4

Immigrant Experience

Gonzalo describes his experiences as a new immigrant to the United States. He discusses the idea that younger people have an easier time adjusting to their new surroundings than older people do. He also discusses some of the other challenges that come with being an immigrant in a new home.

So how would other immigrants describe their experiences? Interview two people who immigrated to your town in the recent past. Ask about their experiences. Ask questions about learning the language. How did they adjust to new cultural practices? Ask about things that are easy for you but might be tough for someone new. Try to connect the experiences they describe to the experiences Gonzalo describes.

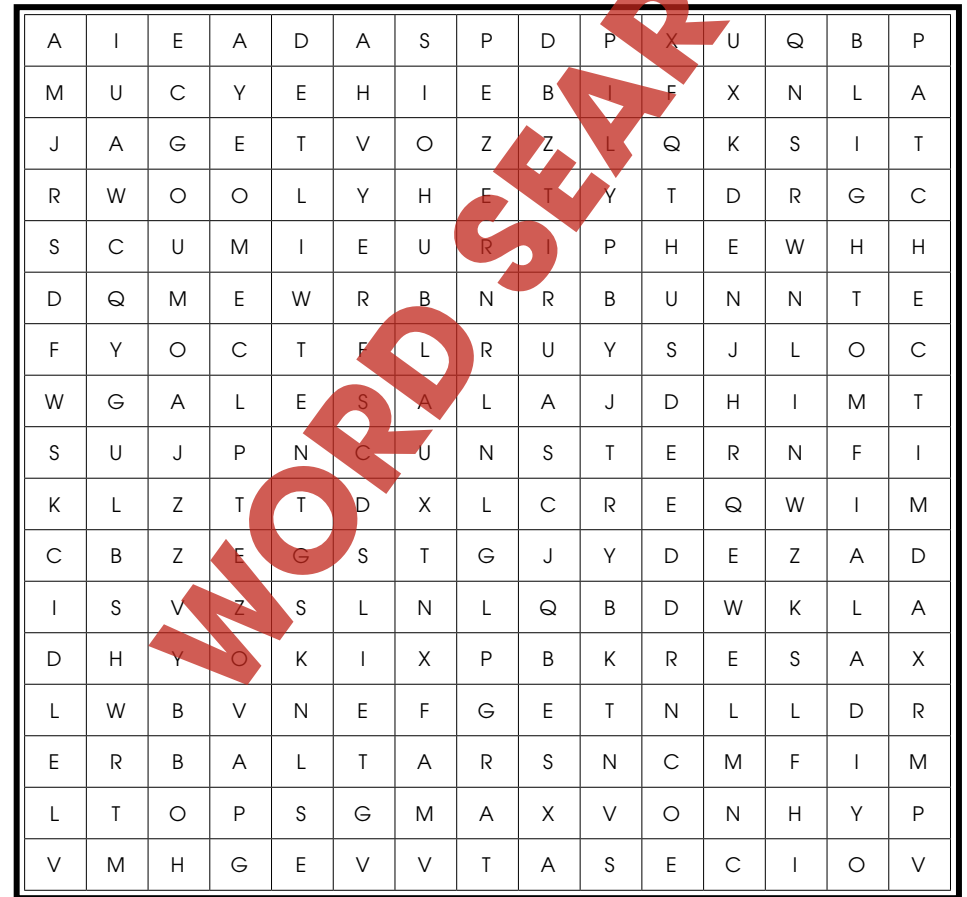
Describe your findings in a few paragraphs. Include some direct quotes from the people you interviewed. Try to include some stories that show their experiences.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

admit	deeds	idle	scum
altar	fancy	lug	stern
blight	gales	moaning	vast
celebrate	hobby	patch	voices
daze	hoe	piled	wilted



Comprehension Quiz

Answer each question in a complete sentence.

- How does the garden get its start?

- What are two themes from *Seedfolks*?

- Describe the lot before the garden takes shape.

- Why is Ana initially suspicious of Kim?

- How does the garden attract its second gardener?

- How does Gonzalo describe the experience of immigrants coming to the United States? Why?

- How does the lot finally get cleaned up?

SUBTOTAL: /19

Growing a Community

When *Seedfolks* begins, there's an air of distrust in the neighborhood. People don't know their neighbors and don't care to know them. That all changes when Kim decides to plant some lima beans in the vacant lot on Gibb Street. This begins a transformation. Use this organizer to list some of the individual actions that helped build up a sense of community.



NAME: _____

After You Read 



Chapter Seven

Virgil

Answer each question with a complete sentence.

- How does Virgil describe his father?

- What makes the dealer scream like a cartoon character?

- What job does Virgil's father have?

- What is Virgil's father's plan to get rich?

- How does Virgil's father explain why they've taken so much land?

- What does Virgil discover about the lettuce crop?

Journaling Prompt

Virgil's father makes his garden so much bigger than everyone else's that no other garden is even one quarter the size. Miss Fleck seems to take issue with them using so much of the land for themselves. Do you think she has a point? Why might she feel that way? If you were one of the gardeners, how would you feel? Explain your answers.

1.
He says his father "always had a smile on his face and a plan moving in his head."

2.
A rat ran up his leg.

3.
He drives a taxi.

4.
He wants to use the garden to grow baby lettuce to sell at fancy restaurants.

5.
He says only one of the six pieces they've divided it into is theirs, the others are for their relatives who have no tools or live too far.

6.
One of Virgil's father's passengers says that spring or fall is the best time to grow lettuce, because the summer is too hot.

25

1.
Answers will vary.

2.
Answers will vary.

Vocabulary

- alterations
- cheekbone
- lonely
- humid
- conversation
- voices
- peppers
- glad
- complain
- interrupt

26

1.

a) **F**

b) **T**

c) **T**

d) **F**

e) **T**

f) **T**

2.

a) 1

b) 6

c) 5

d) 4

e) 3

f) 2

27

1.

To have children.

2.

One afternoon a man with a gun walked into her store, robbed her and assaulted her, breaking her cheekbone. For some time afterward she was afraid of everyone all the time.

3.

She wouldn't answer the door if someone knocked, even if it was a friend. The only time she would open the door was for food.

4.

She hired a Korean man to run it, although she hadn't been there for two years.

5.

After being robbed and assaulted, Sae Young withdraws from people. When she sees everyone working in the garden, she wants to be around people again. When she digs her own plot, nobody talks to her at first, but just to be near people felt good.

6.

Sam said he would give \$20 to the child under 12 who came up with the best plan to solve the problem with watering the garden. One girl came up with the idea to collect rainwater from the spouts coming off the surrounding apartment buildings and store it in garbage cans. Her idea won the contest.

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Seedfolks – Gr. 5-6

- **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.

NAME: _____



Chapters One to Two

Kim to Ana

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Chapters 1 to 2



Altars

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Kim's family had created an altar for her father with candles, pictures and offerings of food. She describes wondering whether her father would even know who she was as she stands in front of the altar. Think about this practice. Consider how your family honors those who have died. Is there anything special you do to remember that person?

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Chapters 3 to 4

Immigrant Experience

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Growing a Community



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