



National Center and State Collaborative

# **Language Arts Sample Systematic Instruction Script (LASSIS): Unit 3 Middle School Narrative Text**

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# LASSIS: Language Arts Sample Systematic Instruction Script

**Key Text:** Excerpt from *A Single Shard* (Park, 2002)

**Grade Band:** Middle School (Grades 6-8)

**Focus:** Building Understanding with Literature



Topic	Access Points	Florida Standard	Essential Understanding	LASSI Objectives
<b>COMPRE- HENSION: Story Elements</b>	LAFS.6.RL.1.AP.1b Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or conclusions about characters, including how they change during the course of the story.	LAFS.6.RL.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>Identify characters in a story.</p> <p>Describe characters in a story.</p> <p>Identify text that supports conclusions about characters.</p> <p>Identify how a character changes in a story.</p>	<ol style="list-style-type: none"> <li>1. Identify who, where, what. Define the words (character, setting, event, and conflict).</li> <li>2. Identify how a character changes in a story (tell or show).</li> </ol>

Topic	Access Points	Florida Standard	Essential Understanding	LASSI Objectives
	LAFS.6.RL.1.AP.2c Summarize a text from beginning to end in a few sentences without including personal opinions.	LAFS.6.RL.1.2 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..	Identify what happens in the beginning and ending of a story.  Summarize what happens first, next, and last.	3. Summarize a text using words or pictures by pulling details from the text (Tell me the story).
<b>COMPRE- HENSION: Support with Details from Text</b>	LAFS.7.RL.1.AP.1b Use two or more pieces of textual evidence to support conclusions or summaries of text.	LAFS.7.RL.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Make an inference from a literary text.  Identify a conclusion from a literary text.  Identify a summary of a literary text.  Identify a detail to support the inference, conclusion, or summary.	4. Select an inference, conclusion, or summary and support it with 2 or more details from a middle school text (how do you know).
	LAFS.8.RL.1.AP.1b Use two or more pieces of evidence to support inferences, conclusions or summaries of text.	LAFS.8.RL.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Make an inference from a literary text.  Identify a conclusion from a literary text.  Identify a summary of a literary text.  Identify a detail to support the inference, conclusion, or summary.	5. Select an inference, conclusion, or summary and support it with 2 or more details from a middle school text (how do you know).

Topic	Access Points	Florida Standard	Essential Understanding	LASSI Objectives
<b>PASSAGE COMPREHENSION: Theme and Supporting Details</b>	LAFS.7.RL.1.AP.2b Analyze the development of the theme or central idea over the course of the text and provide a summary.	LAFS.7.RL.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	<p>Identify the theme or central idea of the text.</p> <p>Identify supporting details of the theme or central idea at the beginning of the story.</p> <p>Write a summary of the beginning.</p> <p>Identify supporting details of the theme or central idea at the middle of the story. (cont'd.)</p> <p>Write a summary of the middle.</p> <p>Identify supporting details of the theme or central idea at the end of the story.</p> <p>Identify the best summary from a list.</p>	6. Identify literary theme and supporting details using common literary themes.
	LAFS.8.RL.1.AP.2b Analyze the development of the theme or central idea over the course of the text, including its relationship to the characters, setting and plot.	LAFS.8.RL.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	<p>Identify the theme or central idea of the text.</p> <p>Identify supporting details of the theme or central idea related to characters, setting or plot at the beginning of the story.</p> <p>Identify supporting details</p>	7. Identify literary theme and supporting details using common literary themes.

Topic	Access Points	Florida Standard	Essential Understanding	LASSI Objectives
			<p>of the theme or central idea related to characters, setting or plot at the middle of the story.</p> <p>Identify supporting details of the theme or central idea related to characters, setting or plot at the end of the story.</p>	
<b>USING CONTEXT CLUES</b>	LAFS.8.L.3.AP.4a Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position in a sentence) as a clue to the meaning of a grade-appropriate word or phrase.	LAFS.8.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<p>Recall the meaning of frequently used nouns.</p> <p>Identify multiple meaning words up to two grade levels below the student's grade level.</p> <p>Identify the context in which the unknown word is being used by looking at the text before and after it.</p> <p>List the possible meanings of an unknown word by using the context (words surrounding the unknown word).</p> <p>Use a dictionary to verify the meaning guessed by using the surrounding words.</p>	Use 2 or more context clue strategies.
Be sure to provide specific practice to students on the skills that correspond to their grade level.				

Topic	Access Points	Florida Standard	Essential Understanding	LASSI Objectives
<p><b>Materials Needed:</b> Print the story. Print, cut, and laminate response boards and response options found at the end of this lesson. We recommend that every student be given their own book of adapted text by putting the story in a three ring binder with page protectors. Note that the stories are written in Level 3 text (no picture icons; the Lexile level of the adapted story is about half the grade level text). See notes on “Build Towards Grade Level Competence” for moving students towards grade level text (Level 4). Teachers may modify the story by adding the vocabulary picture icons, simplifying sentences, and deleting nonessential sentences (Level 2 text). We also have provided some Level 2 text examples in the “Build Towards Independent Reading” section. The repeated story line is written simply (Level 1 text) and can be emphasized for students with emergent literacy (e.g., “Tree-ear and Crane-man live together <u>under a bridge.</u>”) For students with the most significant or multiple disabilities, objects can be used to augment the story (e.g., a small boy for Tree-ear, a cup for potter).</p>				

<b>BUILD ESSENTIAL UNDERSTANDING</b> (See teacher materials for response boards)		
<p><b>INTRODUCE VOCABULARY</b> Objective: Identify and define key words related to the story. (See teacher materials for vocabulary and pictures.)  <i>READER OPTION:</i> Student reads each sight word and matches it to the picture.  <i>LISTENER OPTION:</i> Teacher reads the word, student finds the picture. (More support: some students may need to select an object paired with the picture (e.g., use a small figure of a boy to represent Tree-ear, man for Crane-man, a piece of pottery for Min, wheel for potter’s wheel).  <b>Before we read our story, let’s review some key words we will read in the first chapter. Read (or listen for) the word and then show me the picture that goes with the word. Some of the words are the names of characters.</b> (Go through the vocabulary at a rapid pace).</p>		
Step	Teacher shows (or reads) each word	Student Response
1.	Tree-ear	 Reads/selects “Tree-ear”. Matches to picture. (Time delay is an excellent strategy to teach the words. Begin with a 0-sec. delay round so students learn the words without error. Then use a delayed round (e.g., 4 sec.) to give students an opportunity to anticipate the correct response.
2.	Crane-man	Reads/selects “Crane-man”. Matches to picture.
3.	Min	Reads/selects “Min”. Matches to picture.
4.	crutch	Reads/selects “crutch”. Matches to picture.
5.	orphan (someone with no parents)	Reads/selects “orphan”. Matches to picture.
6.	master potter (an expert pottery maker)	Reads/selects “master potter”. Matches to picture.
7.	celadon pottery (pottery made in Korea prized for its blue green color)	Reads/selects “celadon pottery”. Matches to picture.

<b>INTRODUCE TEXT</b> (attention getter activity) Show pictures or objects commonly found in a bedroom (e.g., book, poster, pillow). Ask students what things they have in their bedrooms. Show the book <i>A Single Shard</i> (Park, 2002). <b>We are going to read a book about a young boy whose bedroom is outside on the ground. He lives with his friend under a bridge.</b>		
<b>Step</b>	<b>Teacher Says/Does</b>	<b>Student Response</b>
8.	<b>Find the title of our book.</b> (After the first lesson, teachers may omit the steps for identifying the title and author.)	Points to title. (Teacher reads title. If student needs help, use LIP.) <b>REMEMBER TO PRAISE EACH CORRECT RESPONSE!</b> 
9.	<b>Find the author of our book. The author is the person who wrote our story.</b>	Points to author. (Teacher reads author's name. If student needs help, use LIP.) 
10.	<b>I have a special job for you to do today as we read the chapter together. I want you to listen for a line in the story about where Tree-ear and Crane-man live. When I read "Tree-ear and Crane-man live together under the bridge", I want you to help me read "<u>under the bridge</u>."</b> (Hold up a sentence strip with the words "Tree-ear and Crane-man live together under the bridge." Point to the words as you read them, but wait for student to read the underlined words.) <b>Let's practice. "Tree-ear and Crane-man live together under the bridge."</b> Read the chapter.	Reads "under the bridge" (e.g., student may use voice output device to say "under the bridge" or speak the words to help read it). 
<b>6<sup>th</sup></b> Objective: Identify who, where, and what; define the words character, setting, event, and conflict. (See teacher materials for response options.)		
<b>Let's answer some questions about our story. We will use the story to help us find the correct answers.</b> <i>READER OPTION:</i> Use the sight words as the response options. <i>LISTENER OPTION:</i> Use the pictures as the response options.		
11.	<b>A character is a person in a story. "Who" asks for the name of a character or a person in a story. Who is the main character in our story?</b> (If needed, reread 2 <sup>nd</sup> paragraph.)  <b>You're right. Tree-ear is the main character. Crane-man is another character in the story. Tree-ear and Crane-man have very different names, don't they? Later, we'll find out why that is, but first let's talk</b>	Selects "Tree-ear". (Give student 4 pictures from which to make a selection). Crane-man is an acceptable answer; however, if student selects Crane-man, try having a different student select another main character (i.e., Tree-ear).

	<p><b>about the setting. It may give us a clue about why their names are different.</b></p>	<p>If student does not select the correct answer for these questions, reread the portion of text with correct answer and ask again. (See LIP for text in <i>Instructional Resource Guide</i> for more detail.) Also, remind student “who” asks for a person’s name.  Option: Use examples/nonexamples of character/not character.</p> 
12.	<p><b>The setting is a place in the story. As you might have guessed from Tree-ear’s name, this story takes place in a different country. “Where” asks for the setting or a place in our story. Where is the setting of the story?</b> (If needed, reread 1st paragraph.)</p> <p><b>You’re right. The setting of the story is Korea, a country different from America. It is also a very different time than now. Crane-man and Tree-ear live during the 12<sup>th</sup> century. We live in the 21<sup>st</sup> century today. That means this story happened a long time ago.</b></p>	<p>Selects “Korea”. (Give student 4 pictures from which to make a selection). If not correct, use the LIP for finding answer in text.  Option: Use examples/nonexamples of setting/not setting.</p> <p>Also, remind students that “where” asks about a place.</p> 
13.	<p><b>Tree-ear and Crane-man have different names. They are not the kind of names that you hear a lot in America. “Why” asks about a reason. Why do you think their names are different? You’ve already said one reason - they lived in a different country a long time ago. Another reason has to do with who they are. Tree-ear gets his name from a mushroom. How are Tree-ear and the mushroom alike? They are both _____.</b> (If needed, reread the first 2 sentences of 3<sup>rd</sup> paragraph.)</p>	<p>Selects “orphans”. (Give student 4 pictures from which to make a selection). If not correct, use the LIP for finding answer in text.</p> 
14.	<p><b>That’s right. They are both orphans. Tree-ear lives without his parents, just like the Tree-ear mushroom. Crane-man gets his name because he was born with one leg. He stands on one leg and walks with a crutch. Why does Crane-man like his</b></p>	<p>Selects “long life”. (Give student 4 pictures from which to make a selection). If not correct, use the LIP for finding answer in text.</p> 

	<b>name? It is a symbol for _____.</b> (If needed, reread the 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> sentences of the 3 <sup>rd</sup> paragraph.)	
15.	<b>A conflict is a problem in a story. Having only one leg causes Crane-man to have problems walking. He uses a crutch to help him. What else might Crane-man have trouble doing besides walking?</b>	Communicates “running, jumping, climbing, dancing, swimming” or something similar. (No response options provided for this question.) NOTE: This response requires students to make an inference. If they have trouble, scaffold their response by (1) asking what they would have a problem doing if they only had one leg; then, if more help is needed, (2) tell them what you would have a problem doing if you only had one leg (e.g., “If I only had one leg, I would have a problem ...”).
16.	<b>Today, Min is doing something that Tree-ear likes to watch in secret. “What” asks about an event in a story. What happens today that Tree-ear likes to watch?</b> (If needed, Reread the 4 <sup>th</sup> paragraph).	Selects “Min is making pots”. (Give student 4 pictures from which to make a selection). If not correct, use the LIP for finding answer in text.
Generalization: On future days, ask different “wh” questions to encourage students to think about the type of “wh” question being asked and to prevent students from memorizing the answers.		



**BUILD A GRADE-ALIGNED COMPONENT: II. PASSAGE COMPREHENSION** (See teacher materials for response options and graphic organizers.)

**6th** Objective: Identify how a character changes in a story. The graphic organizer used in this section is found in the teacher materials. Use the “Comprehension Response Board” response options to fill-in graphic organizer.

Step	Teacher Says/Does	Student Response
17.	<b>The characters in stories can change as the story unfolds. We’re going to use some facts from our story and a graphic organizer to identify changes in Tree-ear’s life. Who did Tree-ear live with when he was a baby?</b> (Reread the fourth sentence in paragraph 2, if needed.)	Communicates “his parents”. Students may point to the picture/sentence strip or read it aloud. Use LIP if student does not provide the correct response.  Students place the picture or, for students who can, write the words, on the graphic organizer.
18.	<b>Who does Tree-ear live with now?</b> (Reread first two sentences in paragraph 2, if needed).	Communicates “Crane-man”. Students may point to the picture/sentence strip or read it aloud. Use LIP if student does not provide the correct response. Place response on graphic organizer.



19.	Review Graphic Organizer. Point to first box. <b>We know that he lived with his parents when he was a newborn.</b> Point to next box. <b>We now know he lives with Crane-man. What event happened to Tree-ear that caused this change?</b> (Reread 3 <sup>rd</sup> sentence in paragraph 2.)	Communicates “parents died”. Students may point to the picture or read it aloud. Use LIP if student does not provide the correct response.	
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<b>7<sup>th</sup>, 8<sup>th</sup></b> Objective: Select an inference, conclusion, or summary and support it with 2 or more details from a middle school text.			
20.	<b>We can also use facts from our story and the graphic organizer to help us make an inference. To make an inference, you combine the facts on the page with what you already know about a topic. The topic we are going to talk about today is what life is like when you have no money. First, tell me what you know about what life is like when you have no money.</b>	Communicates “You have no money, little food, may be homeless, few clothes” or something similar. (No response options are provided for the question).  If more support is needed, reframe the question (e.g., Do people who have no money live in a big house?).	
21.	<b>The author does not tell us Tree-ear has no money. But, let’s look at three facts from the story. As you answer the questions, we’ll put the picture (or write) on the graphic organizer. What do Tree-ear and Crane-man joke about at the beginning of the story?</b> (If needed, reread the 1st paragraph.)	Selects “being hungry”. Students may point to the picture/sentence strip or read it aloud. Use LIP if student does not provide the correct response.  Place response on graphic organizer.	
22.	<b>Where does Tree-ear get food?</b> (If needed, reread the 1st sentence in paragraph 4.)	Selects “trash”. Students may point to the picture/sentence strip or read it aloud. Use LIP if student does not provide the correct response.  Place response on graphic organizer.	
23.	<b>Where does Tree-ear live?</b> (If needed, reread the 2nd sentence of the 2nd paragraph.)	Selects “under a bridge”. Students may point to the picture/sentence strip or read it aloud. Use LIP if student does not provide the correct response.  Place response on graphic organizer.	
24.	Review the graphic organizer with students. <b>We know that Tree-ear jokes about being hungry</b> (point to “hungry”), <b>gets food from the village dump</b> (point to	Communicates “no”. If more support is needed, use a think-aloud by (1) asking students what their life would be like if they had no money, and, if	

	<p>“trash”), and lives under a bridge (point to “under a bridge”). <b>You also told me...</b> (Summarize what students said about having no/little money). <b>Do you think Tree-ear has money? How do you know?</b></p>	<p>more help is needed (2) telling students what your life might be like if you had no money (e.g., model making an inference).</p>
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**7<sup>th</sup>, 8<sup>th</sup>** Objective: Identify literary theme and support details using common literary themes. (Use the completed graphic organizer and the response board found in the teacher materials section.)

<b>Step</b>	<b>Teacher Says/Does</b>	<b>Student Response</b>
25.	<p><b>A theme is the main idea or what the story is about. Let’s work together to find a theme in our story. We have identified several facts about our main character, Tree-ear, and put them on a graphic organizer.</b> (Encourage students to look at their graphic organizers). <b>You can use the graphic organizer to help answer the questions. Does Tree-ear have parents?</b> (If needed, reread the 1st sentence in the 3rd paragraph.) Write “Parents - No” on board.</p>	<p>Communicates “No”.</p> <p>Use LIP if student does not respond correctly.</p> 
26.	<p><b>Does Tree-ear have any brothers or sisters?</b> Write “Brothers or sisters – No” on board.</p>	<p>Communicates “no”.</p> <p>Use LIP if student does not respond correctly.</p> 
27.	<p><b>Who is Tree-ear’s friend?</b> (If needed, reread the 1<sup>st</sup> sentence in the 2<sup>nd</sup> paragraph.) Write “Friend – Crane-man” on board. <b>If Tree-ear doesn’t have any brothers or sisters or parents, and Crane-man is his only friend, Crane-man must be very important to him.</b></p>	<p>Communicates “Crane-man”.</p> <p>Use LIP if student does not respond correctly.</p> 
28.	<p><b>Crane-man is Tree-ear’s only friend. Let’s review the facts about Tree-ear to identify a theme.</b> (Read the facts written on the board aloud.) <b>Here are some possible themes of our story:</b> (Read each possible theme aloud.) <b>-having a friend is important</b> <b>-the problem of having no money</b> <b>-living under a bridge is hard</b></p>	<p>Communicates “having a friend is important” or one of the other themes.</p> <p>(Note: If student does not select the correct theme, don’t correct yet. Go to next step and then come back to this step.)</p>

	-everyone needs a dream Which of these might be a theme of our story?	
29.	Let's read another passage from chapter 2 to help us find the theme. "Tree-ear's hand is still bleeding when he gets home. Crane-man finds some herbs in the woods to make some medicine for Tree-ear's hand. Then, he puts a new bandage on it to keep the cut clean. Crane-man is a good friend."  Which of these might be a theme of our story?  Right! Having a friend is important is a theme for this story.	Communicates "having a friend is important".  If more help is needed, read each fact from the board and pair it to a theme, then ask the question again.

<b>6<sup>th</sup></b> Objective: Summarize a text using words or pictures by pulling details from the text.		
<b>Step</b>	<b>Teacher Says/Does</b>	<b>Student Response</b>
30.	<b>Tell me the story in your own words. What happened first?</b> Option: The goal of this part of the lesson is for students to summarize the story <i>in their own words</i> . As they are learning to summarize story events, it might be helpful for them to organize the events in a graphic organizer. Two are included in the teacher materials. One can be used with pictures and the other with sentence strips.	Communicates "Tree-ear's parents die from fever". Prompt: For all the responses in this section, if students are unable to summarize the events in the story in their own words, show them a picture that represents the event and model how to summarize the events for them (e.g., Point to picture of parents and say, "First, Tree-ear's parents die from fever.")
31.	<b>What happened next?</b>	Communicates "Tree-ear goes to live with Crane-man under a bridge".
32.	<b>What happened last?</b>	Communicates "Tree-ear wants to be a potter like Min".
<b>BUILD A GRADE-ALIGNED COMPONENT: III. CONTEXT CLUES</b>		
<b>8<sup>th</sup></b> <b>BUILD A GRADE-ALIGNED COMPONENT</b> – Use two or more context clue strategies to figure out the meaning of unknown words.		
<b>Step</b>	<b>Teacher Says/Does</b>	<b>Student Response</b>
33.	<b>Sometimes the story has new words you don't know. Context is one way to figure out the meaning of a word. The context is the other words around it. You use the</b>	

	<p>hints and clues of the other words to make a guess about the meaning of the new word. Let's see if you can use this strategy to figure out the meaning of new words. I'll do the first one so you can see what I mean by using the context.</p> <p>Here's our first sentence. "Min always <u>rejects</u> the first pot and repeats the whole process again." "Rejects" is a word you may not know. The rest of the sentence tells me that he starts all over again with a new pot which must mean he must not like the first pot. So, using the other words in the sentence I think that "rejects" must mean that he does not like it. Point to or show the students the "does not like" response option for clarity.</p>	
34.	<p><b>Now you try. Here's another sentence with a new word. "The sea provides an easy <u>route</u> to China where the pottery is sold." Who can guess what "route" means?</b></p> <p><b>Nice job! You are really getting the hand of this! Now I'm going to give you a tougher one.</b></p>	<p>Selects a picture of "a way to travel".</p> <p>Use same strategy for prompting as above and same format.</p>
35.	<p><b>Sometimes a definition of a new word is in the text. Listen to this passage from the story to see if you know what the word "flawless" means. "The pot must be flawless. If it is not perfect, Min slaps it back onto the wheel and starts over."</b></p> <p><b>What does the word "flawless" mean?</b></p>	<p>Selects a picture of "perfect".</p> <p>Use same strategy for prompting as above and same format.</p>
<p>Note: To help students generalize, try these strategies with other new vocabulary lessons in the future. Point out these words in everyday activities.</p>		
<p><b>Thanks for reading this story with me. You did a wonderful job with our story today. I can't wait to see what Tree-ear does next.</b></p>		
<p><b>ADDITIONAL ACTIVITIES TO EXTEND AND ENRICH THE LESSONS</b> (See teacher materials for graphic organizers.)</p>		
<p>Activity Ideas to Extend and Expand the Lessons</p> <ul style="list-style-type: none"> <li>• Find a local potter who will let you see their work and observe them at a pottery wheel.</li> <li>• Watch a video of a pot being made using a potter's wheel: <a href="http://www.youtube.com/watch?v= 830MkiuuAc">http://www.youtube.com/watch?v= 830MkiuuAc</a></li> <li>• Make a clay coil pot. Video: <a href="http://www.youtube.com/watch?v=bRPookbxzhl">http://www.youtube.com/watch?v=bRPookbxzhl</a></li> </ul>		

- Experiment with other ways of working with clay. Try forming pottery out of slabs of clay and work on making something like the leaf that he works so hard on.
- Time how quickly you can walk a given distance and then guess how far you might be able to walk in a day. Compare it to other forms of transportation and how far you can travel in a day: bicycle, horse, car, train, and airplane.
- Visit a local flea market to compare designs on china.
- Visit this interactive website by Time For Kids on South Korea: <http://www.timeforkids.com/destination/south-korea>
- On the site, students can sightsee in South Korea, slide through a history timeline, hear the native language, and experience a day in the life of a person from South Korea.
- Help the story elements of the story come alive for students by watching and listening to this voice thread: [http://voicethread.com/about/library/Book\\_Review\\_A\\_Single\\_Shard\\_by\\_Linda\\_Sue\\_Park\\_from\\_C\\_Vidor/](http://voicethread.com/about/library/Book_Review_A_Single_Shard_by_Linda_Sue_Park_from_C_Vidor/)



### **Apprenticeships: Now and Then, 6th Grade, Research and Inquiry Activities**

1. Connect to this link: [http://score.rims.k12.ca.us/score\\_lessons/market\\_to\\_market/index.html](http://score.rims.k12.ca.us/score_lessons/market_to_market/index.html)
2. Read about commerce and apprenticeships in early American times by clicking on six of the links at the bottom of the screen: **The Market, Trades, Apprenticeship, Money, Mercantilism, and Imports and Exports.**
3. Take notes on what you read, and be sure to check out the **Glossary** for help with any unfamiliar words or phrases.
4. Answer the following questions in the space provided below:
  - What does it mean to be "apprenticed"? Explain in your own words.
  - Review the occupations listed in the **Trades** section of the site. If you lived in colonial times, which occupation would you want for an apprenticeship, and why? What kinds of jobs do you think you would be asked to do every day?
  - How did the early colonists manage to exchange goods and services without using paper money? Explain in your own words.

For information on apprenticeships in Medieval and modern times, go to <http://www.public.iastate.edu/~gbetcher/373/guilds.htm> and to [http://historymedren.about.com/od/medievalchildren/a/child\\_learn\\_3.htm](http://historymedren.about.com/od/medievalchildren/a/child_learn_3.htm)

As always, when using the internet, be cautious that students do not follow any hot links off of the web pages, because those have not been checked for content.

NOTE TO TEACHER: Repeat the lesson using these targets

Chapters	Key vocabulary	Main idea & supporting detail	Theme & supporting detail	Passages for using context clues
2	thief shatters admiring payment kiln herbs	Tree-ear wants to learn to make pots. <ul style="list-style-type: none"> <li>• Tree-ear goes to Min’s to watch him make pots.</li> <li>• But, Tree-ear is excited to work because he will learn to make pots.</li> </ul>	Responsibility <ul style="list-style-type: none"> <li>• Tree-ear offers to work for Min as payment for breaking the pot.</li> <li>• At daybreak, Tree-ear goes to the potter’s house to work.</li> <li>• Tree-ear works hard all day to fill the cart with wood.</li> <li>• With the full cart, he carefully makes his way back to Min’s house and leaves the cart.</li> </ul>	Who can find what “kiln” means? Passage: <i>He tells Tree-ear to go deep into the forest and cut wood for the kiln. The <b>kiln</b> is a large oven where the potters in the village fire their pottery.</i>
3	reluctant debt rehearsed overjoyed spade	Tree-ear works hard for Min. <ul style="list-style-type: none"> <li>• The next eight days are like the first. Tree-ear takes the empty cart into the woods. He chops wood until the cart is full. Then he takes the wood to the kiln.</li> <li>• This day Min sends Tree-ear for clay, not wood.</li> <li>• Tree-ear is so tired.</li> </ul>	Taking action <ul style="list-style-type: none"> <li>• After leaving the wood at Min’s house, Tree-ear apologizes and asks for another chance to be Min’s helper.</li> <li>• He asks Min if he can keep working for him.</li> <li>• The thought of food helps Tree-ear hurry back to Min’s house with the clay.</li> </ul>	Who can find what “reluctant” means? Passage: <i>Min is <b>reluctant</b>, but finally he agrees to let Tree-ear be his helper.</i>

Chapters	Key vocabulary	Main idea & supporting detail	Theme & supporting detail	Passages for using context clues
4	bowl sieve glaze formula royal commission abroad	Min is the best potter in the village. <ul style="list-style-type: none"> <li>Min can tell if the clay is right by feeling it between his fingers.</li> <li>Min is the best potter in the village.</li> <li>Min dreams of a royal commission. Only the finest potters are given a royal commission.</li> </ul>	Responsibility <ul style="list-style-type: none"> <li>A full bowl means both Crane-man and Tree-ear will eat tonight.</li> <li>Now Tree-ear is learning to drain clay.</li> <li>Tree-ear watches his master.</li> </ul>	Who can find what “delighted” means? Passage: <i>One day, someone fills the bowl full again while Tree-ear is working. Tree-ear is <b>delighted!</b> A full bowl means both Crane-man and Tree-ear will eat tonight.</i>
5	curious glean scarce inscribes chrysanthemum royal emissary	Tree-ear still hopes to be a potter. <ul style="list-style-type: none"> <li>Tree-ear spends his days chopping wood, cutting clay, or draining clay.</li> <li>Tree-ear still hopes Min will teach him to be a potter.</li> <li>Tree-ear watches Kang working on a small wine cup.</li> </ul>	Caring for each other <ul style="list-style-type: none"> <li>Tree-ear gleans rice left in the fields after harvesting. He and Crane-man will eat the rice during the winter when food is scarce.</li> <li>Crane-man makes sandals for Tree-ear from the rice straw.</li> <li>Min’s wife gives Tree-ear a warm jacket and pants.</li> <li>Tree-ear keeps the pants and gives the jacket to Crane-man.</li> </ul>	Who can find what “spy” means? Passage: <i>He sneaks closer to <b>spy</b> on Kang through a hole in the shed.</i>
6-7	dilemma novelty stealth stall replicas mar harbor	A royal emissary is coming to the village. <ul style="list-style-type: none"> <li>The day of the show arrives.</li> <li>Kang is certain to win a royal commission.</li> <li>After looking at everyone’s work, the emissary wants to see more of Kang’s and Min’s work.</li> <li>Even now, the emissary’s boat might be in the harbor.</li> </ul>	Friends help each other <ul style="list-style-type: none"> <li>Tree-ear asks Crane-man for advice about whether or not to tell min about Kang’s idea.</li> <li>Tree-ear helps Min set up his stall.</li> <li>Tree-ear tells Min about the inlay work and the red glaze that changes to black when fired.</li> </ul>	Who can find what “dilemma” means? Passage: <i>Tree-ear has a <b>dilemma</b>. Should he tell Min about Kang’s new idea?</i>

Chapters	Key vocabulary	Main idea & supporting detail	Theme & supporting detail	Passages for using context clues
8-9	messenger Songdo Ajima regrets jiggeh journey	Tree-ear asks Min to teach him. <ul style="list-style-type: none"> <li>• Tree-ear still wants to learn to make a pot.</li> <li>• He has worked a year for Min.</li> <li>• He asks Min to teach him.</li> <li>• Min angrily tells him no. The potter's trade is passed from father to son. Tree-ear is not his son.</li> </ul>	Perseverance <ul style="list-style-type: none"> <li>• Min did not win the royal commission - Kang did.</li> <li>• Min is an old man and cannot take the new pieces to Songdo.</li> <li>• Tree-ear offers to make the journey for him.</li> <li>• Min should be teaching his son to be a potter, but his son is dead.</li> <li>• Tree-ear doesn't understand why only the sons of potters can be potters.</li> <li>• Tree-ear still works hard for Min, but the desire to be a potter has dimmed.</li> </ul>	Who can find what "exceptional" means? Passage: <i>The emissary tells Min that his work is <b>exceptional</b> – the best he's ever seen.</i>
10-11	veers steep stranger devastated shards	Tree-ear takes the vases to Songdo. <ul style="list-style-type: none"> <li>• Tree-ear keeps track of the days he travels on the jiggeh.</li> <li>• His journey is as Crane-man had predicted - one village, one day.</li> <li>• On his way to Songdo, he veers from his journey to climb the Rock of Falling Flowers.</li> <li>• He continues his journey to Songdo.</li> </ul>	Courage <ul style="list-style-type: none"> <li>• At night, he makes a fire to keep warm and sleeps on the ground with the jiggeh near.</li> <li>• The path is steep and Tree-ear struggles to climb to the top with the heavy load.</li> <li>• Tree-ear hurries on, but the stranger robs him.</li> <li>• But he remembers Crane-man saying that leaping into death is not the only way to show true courage.</li> <li>• Tree-ear picks one of the largest shards. He knows what he must do.</li> </ul>	Who can find what "devastated" means? Passage: <i>Tree-ear is <b>devastated</b>. He lost the vases and failed Min.</i>

Chapters	Key vocabulary	Main idea & supporting detail	Theme & supporting detail	Passages for using context clues
12	appointment reluctant summon scrolls	Tree-ear shows the emissary a single shard. <ul style="list-style-type: none"> <li>The guards take him to the emissary's office.</li> <li>All he has to show his master's work is a single shard from one of the vases.</li> <li>The emissary looks at the shard a long time.</li> <li>The emissary gives Min a royal commission.</li> </ul>	Taking action <ul style="list-style-type: none"> <li>He goes to the palace gate and tells the guard he has an appointment with the royal emissary.</li> <li>He will not go away until he sees the emissary.</li> <li>He must see the royal emissary of pottery.</li> <li>The emissary arranges for Tree-ear to travel by boat back to the village.</li> </ul>	Who can find what "insistent" means? Passage: <i>Tree-ear is polite, but <b>insistent</b>. He will not go away until he sees the emissary.</i>
13	gestures jostled	Tree-ear misses his friend and gets a new family. <ul style="list-style-type: none"> <li>Min tells him that Crane-man is dead. It was an accident.</li> <li>Tree-ear is so sad, he barely hears them.</li> <li>He says goodbye to Crane-man.</li> <li>Min is going to teach him to be a potter!</li> <li>Then Ajima asks him to live with them.</li> </ul>	The importance of family <ul style="list-style-type: none"> <li>Ajima tells Tree-ear he will stay with them for the night.</li> <li>He does not know how he will live without him.</li> <li>Would he accept a new name – Hyung-pil? It is their family name.</li> </ul>	Who can find what "jostled" means? Passage: <i>Crane-man was bumped and <b>jostled</b>. He fell into the icy water.</i>
Option: Students can also act out chapters by assigning different roles to each student. Nonverbal students can read their lines using an alternative communication device.				

**BUILD TOWARDS GRADE LEVEL COMPETENCE (Level 4 Text):** Read *A Single Shard* aloud to the students, but use the actual non-adapted text. This will provide students with an opportunity to hear more complex vocabulary, literary elements, and author’s tone that may have been removed when creating the adapted text. Here are some comprehension questions to use for each chapter.

Chapters	“Wh” questions	Additional vocabulary for this chapter
1	<ol style="list-style-type: none"> <li>1. What is a jiggeh?</li> <li>2. About how old is Tree-Ear?</li> <li>3. What happened to Tree-Ear’s parents?</li> <li>4. Where do Crane-Man and Tree-Ear live?</li> <li>5. What metal makes celadon a gray-green color?</li> </ol>	protruded, glean, oblivious, complied, garner, arid, marrow, symmetry
2-3	<ol style="list-style-type: none"> <li>1. What was inside the plain large square box in Min’s pottery studio?</li> <li>2. What does Min call Tree-Ear when he discovers Tree-Ear in his studio?</li> <li>3. What is Tree-Ear’s first task while working for Min?</li> <li>4. When Min says, “I cannot pay you”, what does that mean to Tree-Ear?</li> <li>5. On the tenth day of work, what does Tree-Ear have to gather with the cart?</li> </ol>	emboldened, kiln, disarray, momentum, wincing, dusk, frenzied, curt, toil, jabs
4-5	<ol style="list-style-type: none"> <li>1. Why does Tree-ear bring his own bowl to Min’s house the next day?</li> <li>2. What did Tree-ear do with the gourd bowl after he found it empty?</li> <li>3. What happened to the food Tree-ear was saving for Crane-man?</li> <li>4. Why was Kang wheeling a cart with a cloth over it?</li> <li>5. What does Crane-man make for Tree-ear by “plaiting” (which means braiding) several layers of straw?</li> </ol>	inconvenience, deceiving, bland, tedious, sludge, purified, pummeling, commission, pantaloons, tunic
6	<ol style="list-style-type: none"> <li>1. What do the village children think about Tree-ear being an orphan?</li> <li>2. Why was the emissary visiting Ch-ulp’o and Kanjin?</li> <li>3. What did the potter Kang lack?</li> <li>4. Why did Min want the emissary to face the ocean while looking at his pottery?</li> <li>5. How long did commissions typically last for a potter?</li> </ol>	spurned, hailed, impassive, stealth, explicit, prunus, emissary, vessels
7	<ol style="list-style-type: none"> <li>1. What did Tree-ear say that made Min laugh for the first time?</li> <li>2. Which part of making pottery did Min dislike anyone watching?</li> <li>3. What happens to pottery pieces if the temperature in a kiln rises too fast?</li> <li>4. What happened to the 5 melon-shaped pots that were shattered on the ground?</li> </ol>	chrysanthemums, sediment, incision, commission

Chapters	“Wh” questions	Additional vocabulary for this chapter
8-9	<ol style="list-style-type: none"> <li>1. Who was chosen for the commission?</li> <li>2. Why won't Min teach Tree-ear to be a potter?</li> <li>3. Why must potters' sons learn the trade?</li> <li>4. What does Ajima ask of Crane-man?</li> <li>5. What does Tree-ear give Crane-man?</li> <li>6. What “gift of words” does Crane-man give Tree-ear?</li> </ol>	grudgingly, noxious, rifling, perils, sincerity, quaking, endeavor
10-11	<ol style="list-style-type: none"> <li>1. What does Min do instead of saying farewell?</li> <li>2. What is gokkam?</li> <li>3. What is the Rock of the Falling Flowers?</li> <li>4. Who are the toduk-nom?</li> <li>5. What happens to the vases?</li> </ol>	hospitality, mishap, trudged, sovereign, scrambling, menacing, pallor, captor, retched, shard
12-13	<ol style="list-style-type: none"> <li>1. Why will Tree-ear only show the work to Kim?</li> <li>2. What was Tree-ear grateful for?</li> <li>3. How is Tree-ear getting back to Ch'ulp'o?</li> <li>4. How many pieces per year can Emissary Kim expect?</li> <li>5. What bad news does Tree-ear receive when he returns?</li> <li>6. What did Crane-man have in his hand?</li> <li>7. What is Tree-ear's new name? Why is it special?</li> </ol>	dignified, scrawny, skepticism, clarity, subside, girth, bestowed, medallions

**BUILD TOWARDS INDEPENDENT READING (Using text at 1<sup>st</sup> to 2<sup>nd</sup> grade reading level.)**

*READER OPTION (this step is optional for students who are learning to read independently):* **Before we read the story, let's try to read some words from the story. Sometimes we can read a new word by sounding out the letters. Let's try a few. I'll show you a word. Read it and show me the picture.** (You may substitute words and pictures related to phonics skills your students are learning).

Step	Teacher shows each word (do not read it)	Student Response
1.	pot	Reads “pot”. Points to picture of pot. (If student needs help on these words, show how sound it out /p/ /o/ /t/.)
2.	day	Reads “day”. Points to picture of day.
3.	name	Reads “name”. Points to picture of name.
4.	sea	Reads “sea”. Points to picture of the sea.
5.	baby	Reads “baby”. Points to picture of a baby.

Have the student read the text aloud (or silently) and then answer each comprehension question.

<p style="text-align: center;">Chapter 1</p> <p>My name is Tree-ear. I am 12 years old. My parents died when I was a baby. I am an orphan. My friend is Crane-man. We live under a bridge.</p>	<p>Ships carry the pottery to China where it is sold. The clay is exactly right for making Celadon pottery. Celadon pottery is worth a lot of money.</p>
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<p>I get my name from a mushroom. It does not have parents like me.  Crane-man walks on one leg, like a crane. That is where he gets his name.  I want to learn to make pots.  A potter makes pots from clay.  Min is the best potter.  First, Min throws clay on the wheel.  Then, he uses his hands to shape a pot.  Last, he looks at it. If it is not perfect, he starts again.  My village is perfect for making pots.</p>	<p>Comprehension Questions:</p> <ol style="list-style-type: none"> <li>1. Who is the main character? (Tree-ear)</li> <li>2. Who is his friend? (Crane-man)</li> <li>3. What does Tree-ear want to learn to make? (pots)</li> <li>4. Where does Tree-ear live? (under a bridge)</li> <li>5. Why is Tree-ear an orphan? (parents died)</li> </ol> 
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**GENERALIZATION ACROSS MATERIALS – Current Events Article and Poem.** Repeat this lesson using an article about a current event and/or a poem. Each has been provided for you. The current event is about the newly elected President of South Korea, Park Geun-hye. The poem is by Maya Angelou and is entitled, “Life Doesn’t Frighten Me”. The adapted texts and response boards are found in the teacher materials section.

Current Events Article	“Wh” questions	Topic/ main idea/ theme	Context clues	Character Traits
Read aloud the current events article “Park Geun-hye Elected President of South Korea”.	<p><b>Who is the new president of South Korea?</b> (Park Geun-hye)  <b>Why is this event special?</b> (first woman elected president)  <b>What does she want to start an era of?</b> (happiness)  <b>What are many people in Korea concerned about?</b> (answers may vary but should be one of the following: economy, money, food, a place to live)  <b>Do you think Lee Ha-soong trusts politicians? Why or why not.</b> Use text from paragraph 5 to support your answer.</p>	<p><b>What is this news article about?</b>  -the economy of South Korea  -the gap between rich and poor  -cheap housing in the Gangnam district  - Park Geun-hye, newly elected president of South Korea</p>	<p><b>What does the word “optimistic” mean?</b>  Passage: <i>Lee wants things to change in her country, but she is not optimistic.</i></p>	<p><b>What is a character trait of Park Geun-hye?</b> (honesty)  Supporting text: <i>She pledged to keep her promises.</i></p>
<b>Poem</b>	<b>“Wh” questions</b>	<b>Topic/ main idea/ theme</b>	<b>Context clues</b>	<b>Character Traits</b>

<p>Read aloud the poem “Life Doesn’t Frighten Me” by Maya Angelou.</p> <p>Options: Listen to Maya Angelou reading the poem <a href="http://www.youtube.com/watch?v=Sn1kZzqGXc4">http://www.youtube.com/watch?v=Sn1kZzqGXc4</a></p> <p>Angelou’s poem is also available as a picture book. Read the book <i>Life Doesn’t Frighten Me</i> (edited by Sara Jane Boyers) aloud to the students and show them the illustrations by Jean-Michel Basquiat.</p>	<p><b>What is this poem about?</b> (The author is not afraid of life.)</p> <p><b>What things are you afraid of?</b> (answers vary)</p> <p>Reread lines 1-6.</p> <p><b>What is in the clouds?</b> (ghosts)</p> <p>Reread lines 13-21.</p> <p><b>What makes the author’s fears “go wild”?</b> (a smile)</p> <p>Reread lines 28-32.</p> <p><b>What do the new boys do?</b> (pull hair)</p> <p>Reread lines 33-36.</p> <p><b>Where is the author afraid?</b> (in her dreams).</p> <p>Reread lines 37-40.</p> <p><b>Do you think the author can really walk under the ocean and not breathe? Why or why not?</b> (Note: no response options provided for this question).</p>	<p><b>What is this poem about?</b></p> <ul style="list-style-type: none"> <li>-visiting the zoo</li> <li>-starting a new school</li> <li>-having courage when life is scary</li> <li>-making friends</li> </ul>	<p>Reread lines 13-21.</p> <p>I go boo Make them shoo</p> <p>15 I make fun Way they run</p> <p>I won’t cry So they fly I just smile</p> <p>20 They go wild Life doesn’t frighten me at all.</p> <p><b>What holiday do you think the author is talking about?</b> (Halloween)</p> <p><b>What words give you a clue?</b> (boo, fun, fly [like witches], wild).</p>	<p><b>What is one of the author’s character traits?</b> (brave)</p> <p><b>Do you think the author is a boy or a girl? Why? Support your answer with text</b> (e.g., talks about boys pulling her hair).</p> <div data-bbox="1654 597 1898 899" data-label="Image"> </div>
<p><b>REAL LIFE READING.</b> After completing a chapter in class, send a copy of the chapter and a list of comprehension questions with a response board home for homework practice. Also allow the student to review completed chapters during free time to encourage reading as a leisure pursuit. You may even want to start your own classroom library of adapted books.</p>				

**Tree-ear and Crane-man  
live together under a  
bridge.**



National Center and State Collaborative

# **Language Arts Sample Systematic Instruction Script (LASSIS): Unit 3 Middle School Narrative Text Progress Monitoring**

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## Middle School LASSI Progress Monitoring Data Sheet

### Building Understanding with Literature: A Single Shard

*Directions: Score each step during instruction or as soon as the lesson is complete. Score the step as unprompted correct with a “+.” Use a system to code level of prompting required for incorrect responses (e.g., V = verbal prompt, G = gesture, P = physical). Graph the number of unprompted correct responses to monitor progress.*

#### **BUILD ESSENTIAL UNERSTANDING: Introduce Vocabulary**

**6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>** Objective: Identify and define key words related to the story. (See teacher materials for vocabulary and pictures.)

<i>Materials and Directions for Teacher</i>	<i>Instructional Cue</i>	<i>Student Expected Response</i> <i>Date:</i>						
<p><i>READER OPTION:</i> Student reads each sight word and matches it to the picture.</p> <p><i>LISTENER OPTION:</i> Teacher reads the word and student finds the picture. (More support: Some students may need to select an object that represents the word).</p>	<p><b>Before we read our story, let’s review some key words we will find in the first chapter. Read (or listen for) the word and then show me the picture that goes with the word.</b> (Go through the vocabulary at a rapid pace).</p>	<p>Reads/selects word and matches to picture.</p>						
1. Present student with adapted text, vocab response cards, and picture response cards.	“ <b>Tree-Ear</b> ” (Show or read)	Reads/selects “Tree-ear”. Matches to picture.						
2. See above.	“ <b>Crane-Man</b> ” (Show or read)	Reads/selects “Crane-man”. Matches to picture.						
3. See above.	“ <b>Min</b> ” (Show or read)	Reads/selects “Min”. Matches to picture.						
4. See above.	“ <b>crutch</b> ” (Show or read)	Reads/selects “crutch”. Matches to picture.						
5. See above.	“ <b>orphan</b> ” (Show or read)	Reads/selects “orphan”. Matches to picture.						
6. See above.	“ <b>master potter</b> ” (Show or read)	Reads/selects “master potter”. Matches to picture.						
7. See above.	“ <b>celadon pottery</b> ” (Show or read)	Reads/selects “celadon pottery”. Matches to picture.						

<b>INTRODUCE TEXT</b>						
Show pictures or objects commonly found in a bedroom (e.g., book, poster, pillow). Ask students what things they have in their bedrooms. Show the book, <i>A Single Shard</i> (Park, 2002).						
<b>We are going to read a book about a young boy whose bedroom is outside on the ground. He lives with his friend under a bridge.</b>						
<i>Step</i>	<i>Teacher Says/Does</i>	<i>Student Expected Response</i>				
8. Present student with book cover.	<b>Find the title of our book.</b>	Points to title.				
9. Present student with book cover.	<b>Find the author of our book. The author is the person who wrote our story.</b>	Points to author.				
10. Hold up a sentence strip with the words "Tree-ear and Crane-man live together under the bridge." Point to the words as you read them, but wait for student to read the underlined words.	<b>I have a special job for you to do today as we read the chapter together. I want you to listen for a line in the story about where Tree-ear and Crane-man live. When I read "Tree-ear and Crane-man live together under the bridge", I want you to help me read "under the bridge."</b>	Reads "under the bridge" (e.g., student may use voice output device to say "under the bridge" or speak the words to help read it).				

<b>6<sup>th</sup></b> Objective: Identify who, where, and what; define the words character, setting, event, and conflict. (See teacher materials for response options.)						
<i>READER OPTION:</i> Use the sight words as the response options.						
<i>LISTENER OPTION:</i> Use the pictures as the response options.						
<b>Let's answer some questions about our story. We will use the story to help us find the correct answers.</b>						
<i>Step</i>	<i>Teacher Says/Does</i>	<i>Student Expected Response</i>				
11. Present student with adapted text and picture response cards. (Give student 4 pictures from which to make a selection). Crane-man is an acceptable answer; however, if student selects Crane-man, try removing Crane-man from the choices.	<b>A character is a person in a story. "Who" asks for the name of a character, or a person in a story (reread 2<sup>nd</sup> paragraph). Listen for who is a character in our story.  Who is the main character in the story?</b>	Selects "Tree-ear".				

LASSI TEACHER TEMPLATE

<p>12. Present student with adapted text and picture response cards. (Give student 4 pictures from which to make a selection).</p>	<p><b>The setting is a place in our story. “Where” asks for the setting or a place in our story. Listen for where the story takes place (reread 1<sup>st</sup> paragraph).</b></p> <p><b>Where is the setting of the story?</b> After correct response: <b>You’re right. The setting of the story is Korea, a country different from America. It is also a very different time than now. Crane-man and Tree-ear live during the 12<sup>th</sup> century. We live in the 21<sup>st</sup> century today. That means this story happened a long time ago.</b></p>	<p>Selects “Korea.”</p>						
<p>13. Present student with adapted text and picture response cards. (Give student 4 pictures from which to make a selection).</p>	<p><b>Tree-ear and Crane-man have different names. They are not the kind of names that you hear a lot in America. “Why” asks about a reason. Why do you think their names are different? You’ve already said one reason - they lived in a different country a long time ago. Another reason has to do with who they are. Tree-ear gets his name from a mushroom. How are Tree-ear and the mushroom alike? They are both_____.</b> (If needed, reread the first 2 sentences of 3<sup>rd</sup> paragraph.)</p>	<p>Selects “orphans.”</p>						
<p>14. Present student with adapted text and picture response cards. (Give student 4 pictures from which to make a selection).</p>	<p><b>That’s right. They are both orphans. Tree-ear lives without his parents, just like the Tree-ear mushroom. Crane-man gets his name because he was born with one leg. He stands on one leg and walks with a crutch. Why does Crane-man like his name? It is a symbol for_____.</b> (If needed, reread the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> sentences of the 3<sup>rd</sup> paragraph.)</p>	<p>Selects “long life.”</p>						
<p>15. See above.</p>	<p><b>A conflict is a problem in a story. Having only one leg causes Crane-man to have problems walking. He uses a crutch to help him. What else might Crane-man have trouble doing besides walking?</b></p>	<p>Communicates “running, jumping, climbing, dancing, swimming” or something similar.</p>						

LASSI TEACHER TEMPLATE

<p>16. Present student with adapted text and picture response cards. (Give student 4 pictures from which to make a selection).</p>	<p><b>Today, Min is doing something that Tree-ear likes to watch in secret. “What” asks about an event in a story. What happens today that Tree-ear likes to watch?</b> (If needed, reread the 4<sup>th</sup> paragraph).</p>	<p>Selects “Min is making pots”.</p>						
		<p>NUMBER CORRECT:</p>						

<b>BUILD A GRADE-ALIGNED COMPONENT: III. PASSAGE COMPREHENSION</b>							
<i>(See teacher materials for response options and graphic organizers.)</i>							
<b>6<sup>th</sup></b> Objective: Identify how a character changes in a story. The graphic organizer used in this section is found in the teacher materials. Use the “Comprehension Response Board” response options to fill-in graphic organizer.							
<i>Step</i>	<i>Teacher Says/Does</i>	<i>Student Expected Response</i>					
<i>Students may point to the picture/sentence strip or read it aloud. Students place the picture or, for students who can, write the words, on the graphic organizer.</i>							
17. Present student with adapted text, sentence strip, graphic organizer and picture response cards.	<b>The characters in stories can change as the story unfolds. We’re going to use some facts from our story and a graphic organizer to identify changes in Tree-ear’s life. Who did Tree-ear live with when he was a baby?</b> (Reread the 4 <sup>th</sup> sentence in the 2 <sup>nd</sup> paragraph, if needed.)	Communicates “his parents”.					
18. See above.	<b>Who does Tree-ear live with now?</b> (Reread first 2 sentences in 2 <sup>nd</sup> paragraph, if needed).	Communicates “Crane-man”.					
19. See above.	Review Graphic Organizer. Point to first box. <b>We know that he lived with his parents when he was a born.</b> Point to next box. <b>We now know he lives with Crane-man. What event happened to Tree-ear that caused this change?</b> (Reread 3 <sup>rd</sup> sentence in 2 <sup>nd</sup> paragraph).	Communicates “parents died”.					

7 <sup>th</sup> , 8 <sup>th</sup> Objective: Select an inference, conclusion, or summary and support it with 2 or more details from a middle school text.						
20. Present student with adapted text, sentence strip, graphic organizer and picture response cards. Students may point to the picture/sentence strip or read it aloud.	<b>We can also use facts from our story and the graphic organizer to help us make an inference. To make an inference, you combine the facts on the page with what you already know about a topic. The topic we are going to talk about now is what life is like when you have no money. First, tell me what you know about what life is like when you have no money.</b> If more support is needed, reframe the question (e.g., Do people who have no money live in a big house?).	Communicates “You have no money, little food, may be homeless, few clothes” or something similar.				
21. See above.	<b>The author does not tell us Tree-ear has no money. But, let’s look at three facts from the story. As you answer the questions, we’ll put the picture (or write) on the graphic organizer. What do Tree-ear and Crane-man joke about at the beginning of the story?</b> (If needed, reread the 1st paragraph.)	Selects “being hungry”.  Place response on graphic organizer.				
22. See above.	<b>Where does Tree-ear get food?</b> (If needed, reread the 1st sentence in paragraph 4.)	Selects “trash”. Place response on graphic organizer.				
23. See above.	<b>Where does Tree-ear live?</b> (If needed, reread the 2nd sentence of the 2nd paragraph.)	Selects “under a bridge”. Place response on graphic organizer.				

<p>24. See above.</p>	<p>Review the graphic organizer with students.  <b>We know that Tree-ear jokes about being hungry</b> (point to “hungry”), <b>gets food from the village dump</b> (point to “trash”), <b>and lives under a bridge</b> (point to “under a bridge”). <b>You also told me...</b> (Summarize what students said about having no/little money).  <b>Do you think Tree-ear has money? How do you know?</b>                  If more support is needed, use a think-aloud by (1) asking students what their life would be like if they had no money, and, if more help is needed (2) telling students what your life might be like if you had no money (e.g., model making an inference).</p>	<p>Communicates “no”.</p>						
		<p>NUMBER CORRECT:</p>						

7 <sup>th</sup> , 8 <sup>th</sup> Objective: Identify literary theme and support details using common literary themes. (Use the completed graphic organizer and the response board found in the teacher materials section.)						
Step	Teacher Says/Does	Student Expected Response				
25. Present student with adapted text, sentence strip, graphic organizer and picture response cards. Students may point to the picture/sentence strip or read it aloud.	<p><b>A theme is the main idea or what the story is about. Let's work together to find a theme in our story. We have identified several facts about our main character, Tree-ear and put them on a graphic organizer.</b> (Encourage students to look at their graphic organizers).  <b>You can use the graphic organizer to help answer the questions.</b>  <b>Does Tree-ear have parents?</b> (If needed, reread the 1st sentence in the 3rd paragraph.)                      Write "<i>Parents – No</i>" on board.</p>	Communicates "No".				
26. See above.	<p><b>Does Tree-ear have any brothers or sisters?</b>                      Write "<i>Brothers or sisters – No</i>" on board.</p>	Communicates "No".				
27. See above.	<p><b>Who is Tree-ear's friend?</b> (If needed, reread the 1<sup>st</sup> sentence in the 2<sup>nd</sup> paragraph.)                      Write "<i>Friend – Crane-man</i>" on board.  <b>If Tree-ear doesn't have any brothers or sisters or parents, and Crane-man is his only friend, Crane-man must be very important to him.</b></p>	Communicates "Crane-man".				
28. See above.	<p><b>Crane-man is Tree-ear's only friend. Let's review the facts about Tree-ear to identify a theme.</b>                      (Read the facts written on the board aloud.)  <b>Here are some possible themes of our story:</b>                      (Read each possible theme aloud)                      - <b>having a friend is important</b>                      - <b>the problem of having no money</b>                      - <b>living under a bridge is hard</b>                      - <b>everyone needs a dream</b>  <b>Which of these might be a theme of our story?</b></p>	Communicates " <i>having a friend is important</i> " or one of the other themes.				

<p>29. See above.</p>	<p><b>Let's read another passage from Chapter 2 to help us find the theme. "Tree-ear's hand is still bleeding when he gets home. Crane-man finds some herbs in the woods to make some medicine for Tree-ear's hand. Then, he puts a new bandage on it to keep the cut clean. Crane-man is a good friend."</b></p> <p><b>Which of these might be a theme of our story?</b></p> <p><b>Right! Having a friend is important is a theme for this story.</b></p>	<p>Communicates <i>"having a friend is important"</i>.</p>						
		<p>NUMBER CORRECT:</p>						

6 <sup>th</sup> Objective: Summarize a text using words or pictures by pulling details from the text.						
Step	Teacher Says/Does	Student Expected Response				
30. The goal of this part of the lesson is for students to summarize the story <i>in their own words</i> . As they are learning to summarize story events, it might be helpful for them to organize the events in a graphic organizer. Two are included in the teacher materials. One can be used with pictures and the other with sentence strips.	<p><b>Tell me the story in your own words. What happened first?</b></p> <p>Prompt: For all the responses in this section, if students are unable to summarize the events in the story in their own words, show them a picture that represents the event and model how to summarize the events for them (e.g., Point to picture of parents and say, “<i>First, Tree-ear’s parents die from fever.</i>”)</p>	Communicates “Tree-ear’s parents die from fever”.				
31. See above.	<b>What happened next?</b>	Communicates “Tree-ear goes to live with Crane-man under a bridge”.				
32. See above.	<b>What happened last?</b>	Communicates “Tree-ear wants to be a potter like Min”.				
		NUMBER CORRECT:				

BUILD A GRADE-ALIGNED COMPONENT: III. CONTEXT CLUES						
<b>8<sup>th</sup> BUILD A GRADE-ALIGNED COMPONENT:</b> Use two or more context clue strategies to figure out the meaning of unknown words.						
33. Provide student with adapted text, vocabulary response cards, and picture response cards.	<p><b>Sometimes the story has new words you don't know. Context is one way to figure out the meaning of a word. The context is the other words around it. You use the hints and clues of the other words to make a guess about the meaning of the new word. Let's see if you can use this strategy to figure out the meaning of new words. I'll do the first one so you can see what I mean by using the context.</b></p> <p><b>Here's our first sentence. "Min always <u>rejects</u> the first pot and repeats the whole process again." "<u>Rejects</u>" is a word you may not know. The rest of the sentence tells me that he starts all over again with a new pot which must mean he must not like the first pot. So, using the other words in the sentence I think that "<u>rejects</u>" must mean that he does not like it. Point to or show the students the "does not like" response option for clarity.</b></p>	Student listens actively: models pointing to "does not like".				
34. See above.	<p><b>Now you try. Here's another sentence with a new word. "The sea provides an easy <u>route</u> to China where the pottery is sold." Using the context, can you tell me what "<u>route</u>" means?</b></p> <p><b>Nice job! You are really getting the hand of this! Now I'm going to give you a tougher one.</b></p>	Selects a picture of "a way to travel".				
35. See above.	<p><b>Sometimes a definition of a new word is in the text. Listen to this passage from the story to see if you know what the word "<u>flawless</u>" means. "The pot must be <u>flawless</u>. If it is not perfect, Min slaps it back onto the wheel and starts over."</b></p> <p><b>What does the word "<u>flawless</u>" mean?</b></p>	Selects a picture of "perfect".				

	NUMBER CORRECT:						
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