

Jennifer DeVoe

Lesson Plan Title: *A Single Shard* by Linda Sue Park (Close Reading: Figurative Language and Vocabulary Building)

Subject: Language Arts

Standards: CCSS.ELA-LITERACY.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.7.4.A

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.

CCSS.ELA-LITERACY.L.7.5.A

Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

Grade Level: 7th Grade

Objectives:

- Increase ability to identify language from another culture and clarify the meaning of unknown words and phrases associated with ancient Korean Culture.
- Identify the use of figurative language, interpret its use and impact in the overall meaning of the text.

Materials: Copy of the book: *A Single Shard* by Linda Sue Park (or on the internet: [excerpt, A Single Shard](#)) Students may need internet access or atlases to complete the graphic organizers.

Procedures:

- 1) Students will re-read chapter 1, *A Single Shard*, and will annotate the text using the **close reading STEP 2 process**. (15 minutes) **Remind students to underline/highlight all *unknown words* AND all uses of *figurative language*.
- 2) Students will work with a peer to complete the Vocabulary Graphic Organizers. (20 minutes).
- 3) Whole class discussion focusing on how figurative language **SHOWS** values, customs, beliefs, etc. (**final 15 minutes**) Have students share the examples of figurative language found in chapter 1. Some examples include:
 - a. “**excitement spilled** out of him.” p.3
 - b. “Just looking at the straw box **made water rush** into Tree-ear’s mouth.” p.4
 - c. “...Tree ear’s **thoughts wrestled** with one another.” p.4
 - d. “But stealing and begging, Crane-man said, made a **man no better than a**

dog.” Work gives a man dignity, stealing takes it away, he often said.” p.6

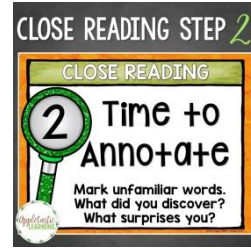
e. “They keep a man’s mind sharp—and his thoughts off his empty stomach.”
P.6

f. “Then, as I went through life on one leg, it was said **that I was like a crane.**”
P.7.

***as the class discusses the uses of figurative language, teachers should ask students to make inferences about the ancient Korean culture. For example, what can the students guess about the ancient Korean’s view of stealing and begging, based on the words of Crane-man? (steal and begging making a man no better than a dog.)

4) EXIT TICKET: Have students complete the exit ticket, attached.

Remind students to keep vocabulary graphic organizers and maps in their interactive reading/writing journal for future use!

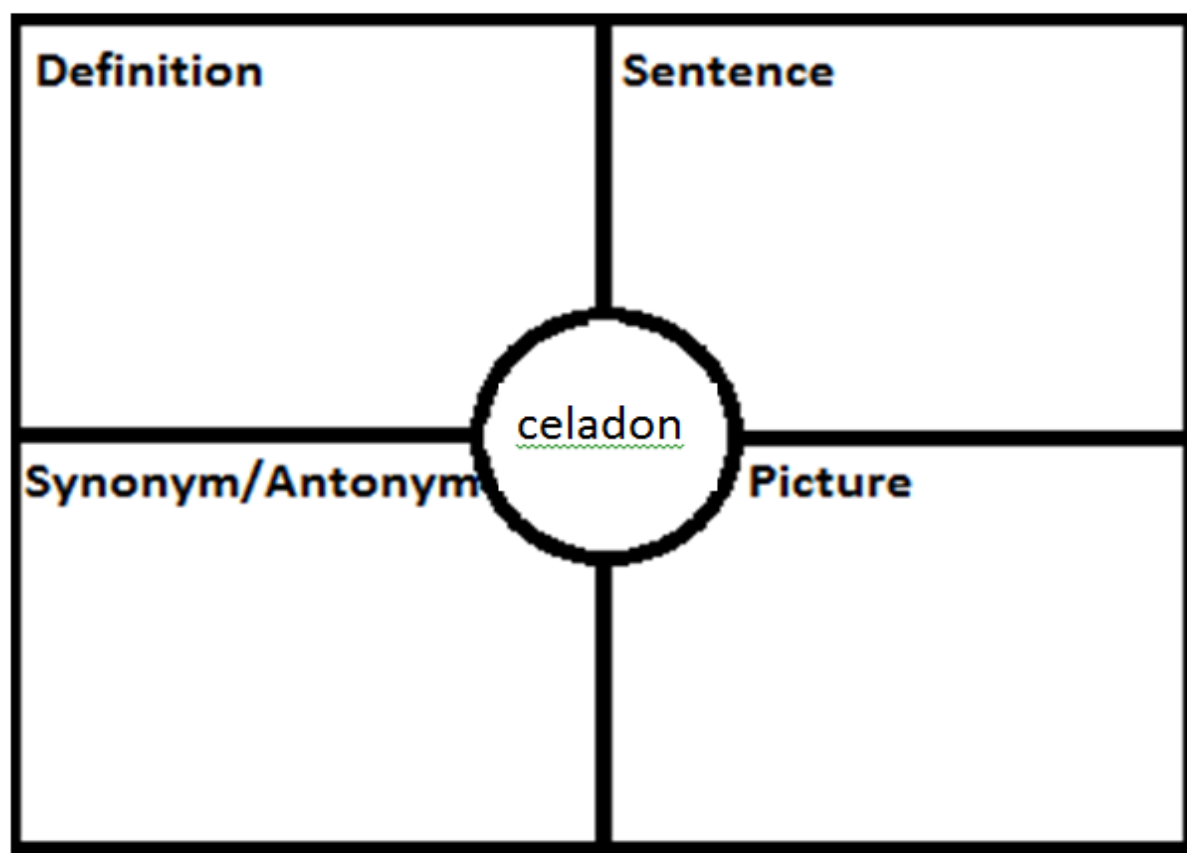
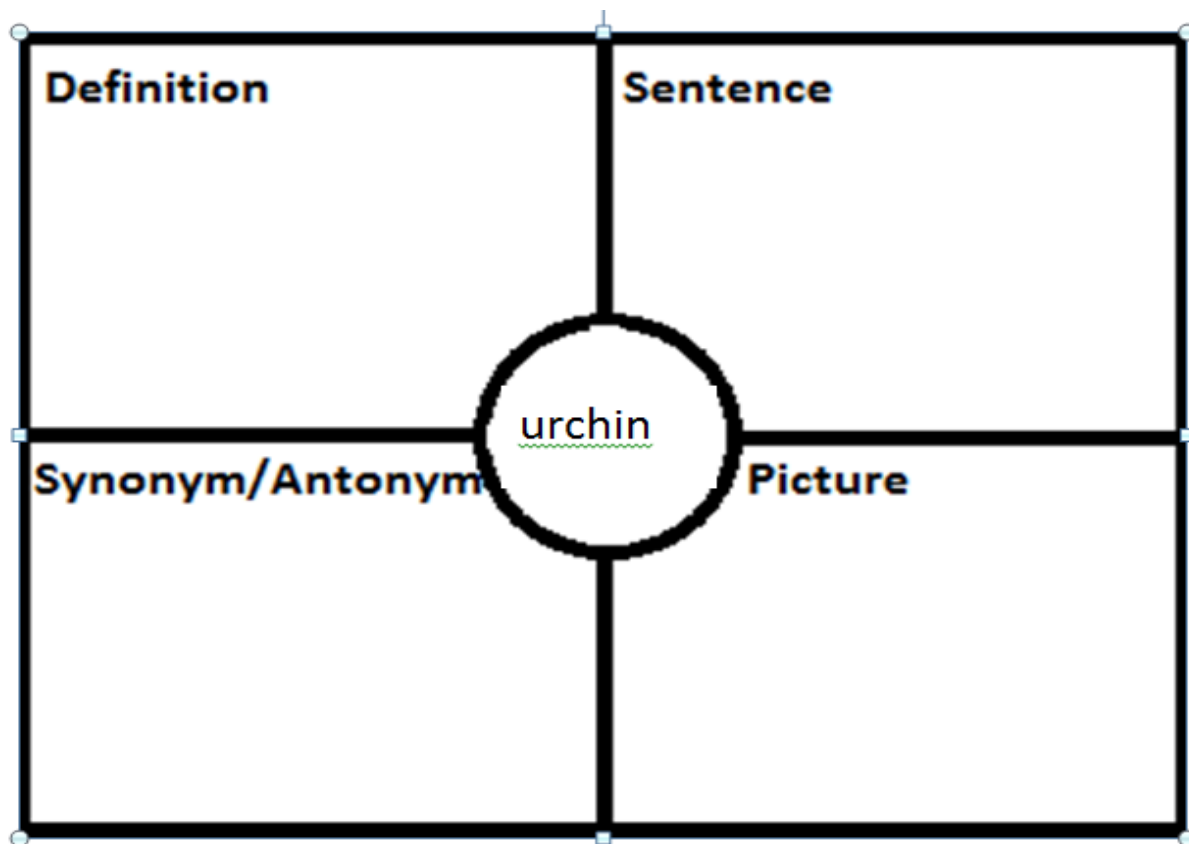


A Single Shard, Vocabulary

Directions: As you re-read chapter 1, A Single Shard, take note of the words listed below.
*Notice that some words are Korean words. Using context clues, guess the meaning of the unknown words listed below. You may work with a peer to discuss the meaning of the unknown words.

- 1) Jiggeh (page 4)
- 2) Urchin (page 5)
- 3) Songdo (page 8)
- 4) Ch'ulp'o (page 8)
- 5) Celadon (page 12)

Definition	Sentence
<div style="border: 2px solid black; border-radius: 50%; width: 150px; height: 150px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"><div style="border: 1px solid black; padding: 5px; text-align: center;">jiggeh</div></div>	
Synonym/Antonym	Picture



Locate Songdo and Ch'ulp'o on the Korea outline map below. Color the Songdo area in green. Color the Ch'ulp'o area with yellow. We will be adding to our map as we read *A Single Shard*. Our protagonist, Tree-ear, will travel to several ancient Korean Cities!!



Exit Ticket, Chapter 1, *A Single Shard*

Name: _____

Today you learned a Korean word, *Jiggeh*. **Based on what you learned today, what item would be similar to a Jiggeh?**

- a) A large ceramic vase b) A Backpack c) A round, woven basket

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