

Text: *Seedfolks*

Objectives for this text:

The student will...

- Utilize technology (Inspiration) to explore words and their associations
- Explore how poems relate to the concept of diversity
- Practice strategies for looking at a poem and construct their own poem
- Read about a character and “become” the voice by introducing the character

Stage of Reading	What I'll have the students do to support their reading and learning at this stage (i.e. Strategies)
Into <ul style="list-style-type: none">• Get students “into” the text• Build/tap into prior knowledge• Predict/pre-read• Develop vocabulary• Look at text structure• Generate questions• Anticipate assumptions	<p>Utilize Inspiration to build interest in <i>Seedfolks</i> by brainstorming about diversity and arriving at first an individual definition and then a group consensus of the definition.</p> <p>Share the poems <i>No Difference</i> by Shel Silverstein, <i>Diversity</i>, by Susie Pick and <i>If I Could Never Feel</i>, by Thomas Cranfield Harris.</p>
Through <ul style="list-style-type: none">• Help students process their reading as they move “through” it• Monitor understanding• Determine the main and sub ideas• Make connections to prior learning and experience• Summarize/paraphrase	<ol style="list-style-type: none">1. Read the poems line-by-line.2. Connect poems to individual definitions of diversity and arrive at a group definition.3. Facilitate discussion of how these poems relate to each of our own unique lives and diversity.
Beyond <ul style="list-style-type: none">• Help students clarify, reinforce, and build on their understanding as they move “beyond” the text• Graphically organize the text’s ideas• Evaluate a text’s or author’s argument• Compare/contrast ideas• Connect to other texts• Apply the information	<p>Write a poem of your own about diversity</p> <p>Assign the thirteen characters in <i>Seedfolks</i> to students randomly, allowing time for each student to read the chapter about their character</p> <p>Reading Circle – Student “become” the voice of the character and introduce that character to the group.</p>

NOTE: This lesson is the introductory lesson in a series of lessons that have been created to facilitate the teaching of *Seedfolks*, by Paul Fleischman.

Standards this lesson addresses:

Reading

E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

- *E1c.1 restates or summarizes information;*
- *E1c.2 relates new information to prior knowledge or experience;*
- *E1c.3 extends ideas;*
- *E1c.4 makes a connection to related topics or information.*

Writing

E2b: The student produces a response to literature that:

- *E2b.1 engages the reader through establishing a context, creating a persona, and otherwise developing reader interest;*
- *E2b.2 advances a judgment that is interpretive, analytic, evaluative, or reflective;*
- *E2b.3 supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;*
- *E2b.4 demonstrates understanding of the literary work through suggesting an interpretation.*

E3 Speaking, Listening, and Viewing

E3b: The student participates in group meetings, in which the student;

- *E3b.2 actively solicits another person's comment or opinion;**
- *E3b.4 responds appropriately to comments and questions;*
- *E3b.5 volunteers contributions and responds when directly solicited by teacher or discussion leader;*
- *E3b.6 gives reasons in support of opinions expressed.*