



ArtsforLearning Online Curriculum

Unit 4 **Planting a Community**

Part 1 Learning

Unit 4: Lesson 3

Read "Kim" in Seedfolks; Instruct

on Investigating & Annotating the Text; Experiment with Music

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Read "Kim" In Seedfolks; Instruct On Investigating & Annotating The Text; Experiment With Music

LITERACY OBJECTIVE

By the end of this lesson students will be able to identify clues in the text that inform the reader about the character, annotate the text to track questions and thoughts while reading, and create sounds that reflect their understanding of the character.

LITERACY "I CAN" STATEMENT

"I can identify clues in the story that tell me about the character, make notes about the things I am thinking while I read, and create sounds that reflect my understanding of the character."

LESSON OVERVIEW

Steps	Pacing: 60-85 Minutes
Step 1: Introduce Lesson 3 Step 2: Read <i>Kim</i> Excerpt 1, Instruct on Asking Questions, Looking for Clues & Annotating the Text Step 3: Read <i>Kim</i> Excerpt 2, Ask Questions, Look for Clues & Annotate the Text Step 4: Read <i>Kim</i> Excerpt 3, Ask Questions, Look for Clues & Annotate the Text	30 Minutes
Step 5: Introduce the <i>Seedfolks</i> Character Chart & Complete for <i>Kim</i>	10-15 Minutes
Step 6: Transition to Music Step 7: Guide Ensembles to Practice & Demonstrate Sounds Brainstormed for <i>Kim</i>	20-30

Step 8: Collect Instruments & Restore the Room
Step 9: Introduce the Treasure Pile of Books
Step 10: Close Lesson 3

Minutes

STANDARDS ALIGNMENT

TARGETED CCSS

Reading Standards

RL 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL 3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL 4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL 5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Writing & Language

W 4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W 4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W 4.9a: Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

W 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.

W 5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W 5.9a: Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

Speaking & Listening

SL 3.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 3.1b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL 3.1c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL 3.1d: Explain their own ideas and understanding in light of the discussion.

SL 3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL 3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL 3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

- SL 4.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL 4.1b:** Follow agreed-upon rules for discussions and carry out assigned roles.
- SL 4.1c:** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL 4.1d:** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL 4.2:** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL 4.3:** Identify the reasons and evidence a speaker provides to support particular points.
- SL 4.6:** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
- SL 5.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL 5.1b:** Follow agreed-upon rules for discussions and carry out assigned roles.
- SL 5.1c:** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL 5.1d:** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL 5.2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL 5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL 5.6:** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

SECONDARY CCSS

Reading Standards

RL 3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

RL 4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL 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.

Writing & Language

W 3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W 3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W 4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W 4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W 5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W 5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L 3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

TEACHING RESOURCES

A4L TEXTS

-*Kim*

ELL VOCABULARY SUPPORT

-Vocabulary Words and Icons

A4L STUDENT NOTEBOOK

-*Seedfolks* Character Chart

CLASSROOM CHARTS

-Music & Character Connections Chart

SAMPLES AND TEMPLATES

-*Seedfolks* Character Chart - sample

-Reading Like a Detective Chart - See sample in Step 2

ART MATERIALS

-Music Instruments and Stations

LIFE & LEARNING SKILLS

Unit 4 includes the following Life & Learning Skills:

- Reflective thinking
- Creative problem-solving
- Critical and analytic thinking
- Collaboration Communication



DIFFERENTIATION OPTIONS

Differentiation Options will appear throughout the unit to suggest ways to scaffold or challenge student learning. Use the number of helping hands to select the level of differentiation that best supports student learning.



Highest level of scaffolding. Select this option if students are learning strategies for the first time, if the text is challenging for them, or if students require more guidance during activities. The Unit is written for the highest level of scaffolding.




Moderate scaffolding. Select this option if students require some support comprehending the text or navigating the activity.



Least amount of scaffolding/Extending the instruction. Select this option if students are ready to work more independently, move more quickly through the material, or are ready for additional challenge.



LEVERAGING MOMENTS

Key instructional steps where the arts are used to leverage literacy-learning (and vice versa) are marked with . Smaller leveraging moments also occur throughout the lessons.

STEP 1: INTRODUCE LESSON 3

Process: Give an overview of the lesson objectives: Begin *Seedfolks*, by Paul Fleischman; read *Kim* and instruct on investigating and annotating the text; experiment with classroom instruments to reflect what they learned about the character.

ELL SUPPORT: COMPREHENSIBLE INPUT

Support ELL language development and comprehension by starting with a short vocabulary lesson using Vocabulary Snapshots to provide multi-sensory pre-learning for words that may be unfamiliar to culturally diverse students. Click for a sample lesson plan.

Click for Vocabulary Snapshot activities for "Kim" using these visual icons and more (Unit 4 Texts, pages 18-21 for students and Resources for teachers).




CONNECTING LITERACY & ART: SCAFFOLDING THEME COMPOSITION



Starting with Sounds

In this unit students compose musical themes to represent what they learn about each character. In Lesson 3, to help students make connections between the text and music and to use music to think more deeply about the story, they will experiment with instruments after reading the chapter. They will try using sounds they've brainstormed to represent Kim and what she is feeling throughout the chapter. In Lesson 4, students consider brainstormed sounds while composing themes.

Differentiation Options: Reading & Annotating *Kim*

Select one of the options listed below or structure the reading in a way that appropriately meets students' needs and fosters engagement.

   **ELL Support:** For all options, allow ELL to use native language and/or picture dictionaries as vocabulary and concept clarifiers. Students may also benefit from listening to a taped recording of the story to build understanding before reading and annotating on their own.

  **Guide Excerpts 1, 2, and 3.** Facilitate the class reading and annotating all 3 excerpts, guiding students to ask questions, identify clues, and record ideas. Either read the text aloud while students follow along or have students read independently.



Guide Excerpt 1. Students read Excerpts 2 and 3 in pairs. Guide students to read and annotate Excerpt 1. Then have students work in excerpt in pairs for Excerpts 2 & 3 with class discussion following. Some students can read in pairs while others read with support from the teacher.

Students read and annotate independently. Talk through the "Reading Like a Detective Process" and then have students read & annotate each excerpt independently with class discussion following.

Suggested Dialogue

INTRODUCING *SEEDFOLKS*

"Today we're going to begin reading the first chapter of *Seedfolks*, titled Kim, by Paul Fleishman. Then we'll create music to help us think about what we're reading."

"By the end of today's lesson, you will be able to say, 'I can identify clues in the story that tell me about the character, make notes about the things I am thinking while I read, and create sounds that reflect my understanding of the character!'"

STEP 2: READ "KIM" EXCERPT 1, INSTRUCT ON ASKING QUESTIONS, LOOKING FOR CLUES & ANNOTATING THE TEXT

Process: Guide students to sit in their *Seedfolks Ensembles* with their A4L Texts. Tell students to wait for the "Go" signal to begin moving. Begin *Seedfolks* by reading *Kim*, Excerpt 1. Read the excerpt all the way through and then go back and read each paragraph closely, guiding students to ask "I wonder" questions and to look for clues that tell the reader what the character is thinking, feeling, and doing. See the menu below, **Differentiation Options: Reading & Annotating *Kim*** for options to scaffold the process.

Display Unit 4 Text, page 2 on the document camera. Model how to annotate the text by writing a "?" to note an "I wonder," circling clues, and writing notes in the margins. Create a **Reading Like a Detective chart** for students to reference throughout the unit.

This lesson is highly scaffolded, as students learn how to look for clues, generate "I wonder" questions, and annotate the text. The process will become more fluid as the unit progresses.

READING LIKE A DETECTIVE

Read like a detective by asking good questions and looking for clues that will help you make meaning.

-Record a "?" next to the text to mark places you have an "I wonder" question. You might wonder about:

-Something that confuses you:

-I wonder what a death anniversary is.

-Something that you find curious or interesting:

-I wonder why it says that Kim's tears are different from her mother and sister's tears.

-Something that you think might happen next:

-I wonder what Kim is going to do when she leaves.

-Circle clues in the text that tell you what the character is:

-Thinking

-Feeling

-Doing

-Ask yourself: "What do these clues tell me about the character? What in the text makes me think that?" Write notes in the margin.

Suggested Dialogue

STUDENTS MOVE TO SIT WITH *SEEDFOLKS ENSEMBLES*

"When I play the 'Go' signal, take your A4L Texts and a pen or pencil and move to sit with your *Seedfolks Ensembles*." (Play "Go" signal. Students move.)

BEGIN READING *KIM*

"When we previewed *Seedfolks*, we learned that each chapter is about a different character, and we brainstormed ideas for what might happen in the story."

"Let's review the clues we have gathered so far about *Kim*. (Display page 1 of the book *Seedfolks* on document camera. Students respond.) As reading detectives, we are going to look for clues in the text and combine what it says with our own thinking to make sense of the story. When we do this, we are making inferences."

"Open your A4L Texts to page 2. I'll read aloud and you follow along." (Read Excerpt 1.)

Instruct On Asking Questions, Reading For Clues, And Annotating The Text

"Let's practice reading like detectives together. I'll reread the first paragraph again. This time, look for spots where you have a question. For example, you might wonder about something that is confusing, about something that is interesting or curious to you, or you might wonder what will happen next. As we discuss our questions, we'll take notes by writing on the page we are reading. When we are reading in a book, we would have to use sticky notes to annotate the part we want to remember or discuss with classmates."

REREADING ALOUD PARAGRAPH 1

"My first question is, 'I wonder what an altar is.' I'll mark this spot with a '?' Does anyone have an idea of what an altar is? (Students respond. Clarify and/or show images from Resources, page 44 as needed.) Let's write 'a place to honor someone' in the margin. Does anyone else have a question; a spot where you wonder about something?" (Students respond. Clarify other words and phrases as needed. Record hypothetical wonderings in the margin for later discussion.)

"For some of our 'I wonder' questions, we can find the answer like we did for the altar. For other 'I wonder' questions, we might not find an answer. We'll record them, talk about them with our friends, and keep reading to see if we can figure things out."

"Let's also look closely in this part for clues about what Kim is thinking, feeling, and doing. You might have already asked a good question about one of these clues. I notice that something Kim is doing is looking at a photograph of her father. Let's circle this. (Circle clue.) When you find a clue, ask yourself, 'What does this tell me about Kim?'"

"Does Kim's looking at her father's photograph tell me that she misses him? You might have a different idea about what this clue tells you about Kim. What do you think? (Students respond). Let's write these ideas in the margin. (Record notes.) You might have found other clues. What did you notice she was thinking, feeling, or doing? (Students may respond "She's up really early in the morning," "She is feeling sad," or "She is thinking about her dad.") You noticed she feels sad. What makes you think that?" (Students respond. Direct students back to the text. Guide students to circle clues and record notes.)

REREAD PARAGRAPH 2

"Let's continue reading like detectives by asking 'I wonder' questions and by looking for clues about what the character is thinking, feeling, and doing. (Reread paragraph 2.) What questions do you have? What clues did you notice? As we discuss, let's circle these clues, write '?' next to our 'I wonders,' and record our ideas. (Students may respond 'I wonder what a "death anniversary" is,' 'I wonder why it says that Kim's tears are different than her mom and sister's tears,' 'I notice that Kim is thinking about her mom and sister,' 'She is looking at the altar,' or 'She is feeling sad.' Annotate the text as students respond. Ask follow-up questions, 'What makes you think that?' and 'What does this tell you about Kim?' Direct students back to the text and record notes in the margins.)"

Repeat process for paragraph 3.

STEP 3: READ *KIM* EXCERPT 2, ASK QUESTIONS, LOOK FOR CLUES & ANNOTATE THE TEXT

Process: Read *Kim*, Excerpt 2. Read the excerpt all the way through. Then have students work in pairs to reread closely, asking "I wonder" questions and looking for clues that tell the reader what the character is thinking or feeling. Prompt pairs to record their questions, clues, and ideas in their A4L Texts on page 3. See menu below, **Differentiation Options: Reading and Annotating *Kim*** to scaffold students appropriately.



DIFFERENTIATION OPTIONS: READING & ANNOTATING *KIM*



ELL Support: For all options, allow ELL to use native language and/or picture dictionaries as vocabulary and concept clarifiers. Students may also benefit from listening to a taped recording of the story to build understanding before reading and annotating on their own.



Guide Excerpts 1, 2, and 3. Facilitate the class reading and annotating all 3 excerpts, guiding students to ask questions, identify clues, and record ideas. Either read the text aloud while students follow along or have students read independently.



Guide Excerpt 1. Students read Excerpts 2 and 3 in pairs. Guide students to read and annotate Excerpt 1. Then have students work in excerpt in pairs for Excerpts 2 & 3 with class discussion following. Some students can read in pairs while others read with support from the teacher.

Students read and annotate independently. Talk through the "Reading Like a Detective Process" and then have students read & annotate each excerpt independently with class discussion following.

Suggested Dialogue

READ *KIM*, EXCERPT 3 AND ANNOTATE THE TEXT

"Open your A4L Texts to page 3. We'll read the next part of the chapter. (Display Excerpt 3, page 3 from A4L Texts on the document camera. Read Excerpt 3 aloud.) Let's read this part of *Kim* like detectives."

"What will we do to read like detectives? (Students respond "Ask questions and look for clues about what the character is thinking, feeling, and doing.") Work with your partner to reread the first paragraph, and then stop and talk together about the questions you have, the clues you found, and what they tell you about *Kim*. Circle the clues, write "?" next to the spots you have a question, and write your ideas in the margin." (Students work in pairs to read and annotate the first paragraph. Circulate to check in with pairs as they work. Repeat process for each paragraph, or have pairs work all the way through without additional prompting.)

WHOLE CLASS DISCUSSION

Let's talk about what you wondered and learned from this excerpt. Who wants to share an "I wonder" or a clue? (Students may ask "I wonder why *Kim*'s father died," "I wonder if *Kim* believes her father is in

heaven." Discuss "I wonder" questions. Show images from Resources, pages 44-45 to clarify terms as needed. Clues might include "Kim is planting lima beans," "Kim is thinking her dad can see her," "She is feeling connected to her father." Support students to make inferences by asking, "What makes you think that?" and "What does this tell you about Kim?" Direct students back to the text as needed.)

STEP 4: READ *KIM* EXCERPT 3, ASK QUESTIONS, LOOK FOR CLUES & ANNOTATE THE TEXT

Process: Read *Kim*, Excerpt 3. Read the excerpt all the way through. Then have students work in pairs to reread each paragraph closely, asking "I wonder" questions and looking for clues that tell the reader what the character is thinking, feeling, or doing. Prompt pairs to record their questions, clues, and ideas in the margin.

See menu above in Step 3, **Differentiation Options: Reading and Annotating *Kim*** to scaffold students appropriately.

Suggested Dialogue

READING *KIM*, EXCERPT 3 AND ANNOTATE THE TEXT

"Open your A4L Texts to page 3. We'll read the next part of the chapter." (Display Excerpt 3, page 3 from A4L Texts on the document camera. Read Excerpt 3 aloud.)

"Let's read this part of "Kim" like detectives."

"What will we do to read like detectives? (Students respond "Ask questions and look for clues about what the character is thinking, feeling, and doing.") Work with your partner to reread the first paragraph, and then stop and talk together about the questions you have, the clues you found, and what they tell you about Kim. Circle the clues, write '?' next to the spots you have a question, and write your ideas in the margin." (Students work in pairs to read and annotate the first paragraph. Circulate to check in with pairs as they work. Repeat process for each paragraph, or have pairs work all the way through without additional prompting.)

WHOLE CLASS DISCUSSION

"Let's talk about what you wondered and learned from this excerpt. Who wants to share an 'I wonder' or a clue?" (Students may ask "I wonder why Kim's father died," "I wonder if Kim believes her father is in heaven." Discuss "I wonder" questions. Show images from Resources, pages 44-45 to clarify terms as needed. Clues might include "Kim is planting lima beans," "Kim is thinking her dad can see her," "She is feeling connected to her father." Support students to make inferences by asking, "What makes you think that?" and "What does this tell you about Kim?" Direct students back to the text as needed.)

STEP 5: INTRODUCE THE *SEEDFOLKS* CHARACTER CHART & COMPLETE FOR *KIM*

Process: Guide students through the Seedfolks Character Chart for Kim. Create wall space for a large version of the chart, or display it on the document camera. Have students turn to page 4 in their A4L Notebooks.

The Seedfolks Character Chart is designed to help students reflect on what they have learned about the characters in *Seedfolks*, and to help them begin to think about sounds that will help them represent the characters. The chart is also a way for students to keep track of all the characters and how they relate to each other. See chart with sample responses [here](#).

Connecting Literacy & Art: Music Reading Connections

Encourages close reading & reflective thinking

As students create and reflect on music, they ponder what they have learned about the characters from the text. They think deeply about word meaning (what does sad really mean, feel, sound like?), dialogue with peers and the teacher about their discoveries and inferences, and share how they've chosen to represent the unfolding story through music. Selecting instruments to play and how to play them requires revisiting and reflecting on the text.

Supports understanding of theme

Putting together the rondo composition for *Seedfolks* helps students understand how the characters relate to a central story theme.

TEACHING TIP: MAKING MUSIC VS. SOUND EFFECTS

It is normal for students to be inclined to create music that serves as sound effects for the story (e.g., hitting a drum to represent a slamming door, tapping quietly to represent Kim tiptoeing.)

While representing actions isn't "wrong," the goal is that the music represents character's feelings and thoughts.

Think of movie soundtracks; they help create the mood of the story, as opposed to sound effects. Consider the following tips to help students move to a more abstract level:

- Refer students to the Music & Character Connections Chart to review the connections between sounds and character traits
- Encourage students to repeat sounds or sound patterns
- Ask, "How is this character feeling in this moment? Do you remember a time when you felt that way, or in a similar way? How could you play an instrument to reflect that?"
- Ask, "How can you show a character changing (from sad to optimistic; from hopeful to excited) with music?"

Suggested Dialogue

GUIDE STUDENTS TO ENGAGE WITH THE SEEDFOLKS CHARACTER CHART

"Open your A4L Notebooks to page 4 and open your A4L Texts to page 2. To reflect on what we've learned about the characters in Seedfolks, and to help us get ready to create themes for each character, we're going to use the Seedfolks Character Chart."

"Let's read the headings across the top and work together to reflect on what we've just learned about Kim." (Display Seedfolks Character Chart on document camera or write on a large poster in the classroom.)

"The first column says 'Character' and underneath it says, 'Kim' with a picture of her."

"The next column says, 'Basic Facts about Kim.' In this column, we'll include facts such as her age, gender and where she is from. What facts do we know about Kim? Let's use the text and our notes to help us." (Students may respond "She's 9," "She's from Vietnam," "She lives in Cleveland," or "She lives with her mom and sister.")

"The next column asks, 'What did Kim do in the garden? Did she interact with another character?' For this question we want to identify any interaction she had with the garden. For example what she planted, what she saw, or how she helped. Let's answer this for Kim. What did Kim do in the garden? (Students respond "She planted lima beans.") Why did she do this? Let's use the text and our notes to help us." (Students may respond "To be closer to her dad," or "To show her dad she's hardworking.")

"Did Kim meet any other characters?" (Students respond "No.") She didn't, but in future chapters, we'll pay close attention to how the characters impact each other.

"The next column says, 'Look back at your annotations. What kind of person is Kim? What was she feeling throughout the chapter? Did she change?' What is Kim like? What words can you use to describe her? Go back to the text and look at your notes. (Students may respond 'brave,' 'sad,' 'she misses her dad,' or 'determined.') Did she change during the chapter? Talk with your ensemble. (Students discuss.) Let's share out." (2-3 students share.)

"The last column says, 'What sounds can you use to represent Kim's feelings and transformation?' In this column, you are going to look over each of the traits or feelings you just wrote about Kim and think about the kinds of sounds you might use to show that. Think about what elements of music you might want to use. A clear and bright timbre, or more subdued sound? Higher or lower pitch? Faster or slower duration? Louder or softer dynamics? For example, if I wanted to show that Kim started the chapter feeling sad, I might ring a bell slowly and quietly three or four times. (Demonstrate.) Talk with your ensemble about the sounds you might make to represent Kim's feelings and transformation. In a few minutes, you will get to try out some of these sounds using our classroom instruments." (Ensembles discuss. Refer back to the Music & Character Connection Chart for ideas.)

STEP 6: TRANSITION TO MUSIC

Process: Guide ensembles to gather instruments. Depending on how the room is set up, invite two to four ensembles at a time to gather instruments. Ensembles should gather at least one from each music station. Rotate the order in which groups collect instruments each day.

Suggested Dialogue

Analyzing Music And Kim's Character

"Now that we've done some great reading detective work, we're going to use music to help us think more deeply about Kim's character. By the end of this unit, we will have created a musical soundtrack for Seedfolks!"

"Music can give us clues without using words. That's why soundtracks for movies and television shows are so effective. (Mention Star Wars or other themes class listened to in earlier lesson and take 1 or 2 other examples of soundtracks revealing character traits or feelings.) In Peter and the Wolf, we know from Peter's happy sounding theme that he is a happy-go-lucky kid. We can tell that the wolf is threatening and scary."

"Today Ensembles 1, 2, 3 and 4 will gather their instruments first. Tomorrow Ensembles 5, 6, 7 and 8 will go first. When I play the 'Go' signal, Ensembles 1-4, please go to the music stations and gather enough instruments for everyone at your table. Be sure to get an instrument from each station. You have two minutes." (Play "Go" signal. First ensembles gather instruments. Repeat process for remaining ensembles.)

STEP 7: GUIDE ENSEMBLES TO PRACTICE & DEMONSTRATE SOUNDS BRAINSTORMED FOR KIM

Process: Guide ensembles to use their instruments to try out several of the sounds they brainstormed for Kim. Ensembles should select 3-4 characteristics or feelings and their corresponding sounds to try out using instruments. After 5-7 minutes of experimentation, invite students to demonstrate their sounds for the class.

Keep the music experimentation brief. Total time for practicing and demonstrating sounds is 12 minutes.

Suggested Dialogue

Introducing And Modeling Activity

"Now that you have selected your instruments, you get to try out several of the sounds you brainstormed for Kim. Look at the 3rd column on your Character Chart. (What kind of person is Kim?)

What was she feeling? Did she change?) Before you begin playing, talk together as an Ensemble and circle or star 3-4 character traits, feelings or changes that you want to represent through music. Circle or star what you want to show in music. (Ensembles select character traits, feelings or changes.) Before you pick up your instruments, I'll show you what this might look like. I circled that Kim was feeling lonely in the beginning of the chapter and thought that a bell might be a good sound to show this feeling. I'll try this on my bell. (Ding bell quickly and loudly.) I don't think that sounds right. It doesn't sound sad. Maybe I'll play more slowly so each sound has a longer duration. I'll play more quietly too. (Ding bell slowly and softly.) That sounds like sad and lonely to me."

GUIDING STUDENTS TO PRACTICE CREATING SOUNDS TO REPRESENT THE CHARACTER

"Now you try. Taking turns, create sounds on your instruments to represent Kim's feelings, traits, or changes. At the 'Go' signal, you have 5-7 minutes." (Play "Go" signal. Students create sounds. After 5-7 minutes, play "Freeze" signal.) At rest. (Students put instruments down.)

INVITING STUDENTS TO SHARE SOUNDS

"Let's hear from several of you. When I call on you, tell us what you wanted to show about Kim and then play your sound(s)." (Invite 2-4 students to share sounds.)

STEP 8: COLLECT INSTRUMENTS & RESTORE THE ROOM

Process: Restore the room to its original state. Students return instruments to their correct storage unit. Feel free to assign students the responsibility of organizing instruments into bins and putting bins away. Students return to their regularly assigned seats.

Suggested Dialogue

Restoring The Classroom...

"Now we will restore the classroom to its original set up. When you hear the 'Go' signal, please return the instruments to their designated music stations. Restore the desks and go to your assigned seat." (Tell students how to restore the room, including putting instruments away, moving desks, and going back to their assigned seats. Play "Go" signal.)

STEP 9: INTRODUCE THE TREASURE PILE OF BOOKS

Process: Introduce the **Treasure Pile of books**, which will increase students' time engaged in motivated reading practice. Frequently invite students to hunt through the pile, read the books during silent reading time, and check them out to read at home. Out of School Reading is essential for students to become successful readers. It is recommended that students form book clubs to help them become a community of readers and to extend their reading detective work. Feel free to use existing leveled reading groups and literature circles, or create new groups based on students' interests and reading levels.

Treasure Pile Of Books

- Prior to the unit, confer with your school librarian about your students' reading levels and personal interests.
- Collect as many books as possible that are good fits with those reading levels and interests. If possible, include in your book selections those that have a multicultural perspective and those that contain a theme related to the importance of a strong community.
- Send students whenever possible to the Treasure Pile.
- Drop hints and comments aimed at making students curious about these books, and allow students to take them home for outside-of-school reading.

Suggested Dialogue

THINKING ABOUT PLANTING A COMMUNITY

"Our title for this unit is Planting a Community, and in our book, Seedfolks, the characters get to know each other and become a community. Books are another way people can get to know each other better and become a community. All over the country, children and grownups create book clubs that meet together and talk about books."

"Has anybody here ever been in a book club?" (Students respond). Did you know there are even online book clubs? (Students respond. Talk with students about any online or offline book clubs that you and they belong to.)

"One of the reasons book clubs are so much fun is that when we read like detectives, we don't always have the same ideas about what the author writes. We all read the same clues, but sometimes we think about them differently. One person might read a book and think that a character is truly evil; another person might read the same clues in the book and think the very same character is just lonely and looking for attention. When we meet in book clubs and talk about books, we can have fun seeing where we agree and disagree about what we read."

"So let's start right now figuring out how each of us can be in some kind of book club. We'll need to figure out where and when the book clubs could meet, and what would make each book club really fun."

"As you look through the Treasure Pile, think about which books might be really fun to talk about in your book club. If a book looks really interesting, be sure to sign it out and take it home to read!"

STEP 10: CLOSE LESSON 3

Process: Close the lesson with a look forward, describing the next lesson.

Suggested Dialogue

Looking Forward

"In our next lesson, we'll take our investigations and the sounds we brainstormed for Kim, and put together a theme."

CONGRATULATIONS ON COMPLETING LESSON 3! YOU ARE NOW READY TO MOVE ONTO LESSON 4 OF UNIT 4.

Is this Lesson Public or Members only?:
Members Only