

Critical Thinking Skills



A Single Shard

Skills For Critical Thinking	Chapter Questions											Writing Tasks	Graphic Organizers
	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	Ch 6	Ch 7-8	Ch 9-10	Ch 11-12	Ch 13- Author's Note			
LEVEL 1 Remembering <ul style="list-style-type: none"> Identify Story Elements Recall Details Match Sequence Events 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
LEVEL 2 Understanding <ul style="list-style-type: none"> Compare and Contrast Summarize State Main Idea Describe Classify 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
LEVEL 3 Applying <ul style="list-style-type: none"> Plan Interview Infer Outcomes 	✓	✓	✓		✓	✓		✓		✓			
LEVEL 4 Analysing <ul style="list-style-type: none"> Draw Conclusions Identify Supporting Evidence Infer Character Motivations Identify Cause and Effect 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 5 Evaluating <ul style="list-style-type: none"> State and Defend an Opinion Make Judgements 	✓	✓		✓		✓	✓	✓	✓	✓		✓	✓
LEVEL 6 Creating <ul style="list-style-type: none"> Predict Design Create Imagine Alternatives 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	

Based on Bloom's Taxonomy



Teacher Guide

Our resource has been created for ease of use by both **TEACHERS** and **STUDENTS** alike.

Introduction

This study guide is designed to supply the teacher with a number of helpful ways of making the study of this novel a more enjoyable and profitable experience for the students. The guide features a number of useful and flexible components, from which the teacher can choose. The study guide allows students to follow along with questions designed to encourage an understanding of what is being read.



- The **AFTER YOU READ** activities check students' comprehension and extend their learning. Students are asked to give thoughtful consideration of the text through creative and evaluative short-answer questions and journal prompts.

Six **Writing Tasks** and three **Graphic Organizers** are included to further develop students' critical thinking and writing skills and analysis of the text. (See page 6 for suggestions on using the **Graphic Organizers**.) The **Assessment Rubric** (page 4) is a useful tool for evaluating students' responses to the **Writing Tasks** and **Graphic Organizers**.

Our resource contains three main types of pages, each with a different purpose and use. A **Picture Cue** at the top of each page shows, at a glance, what the page is for.

- Teacher Guide**
 - Information and tools for the teacher
- Student Handout**
 - Reproducible worksheets and activities
- Easy Marking™ Answer Key**
 - Answers for student activities

The study guide divides the novel by chapters and features reading comprehension and vocabulary questions designed to focus on specific sections of the novel. Questions are specially designed to reflect what is being read in the designated chapter. A **Journaling Prompt** is located at the end of each chapter section, designed to encourage further individual thought in your students. Students will be able to reflect on their own, or participate in group discussions.

How Is Our Literature Kit™ Organized?

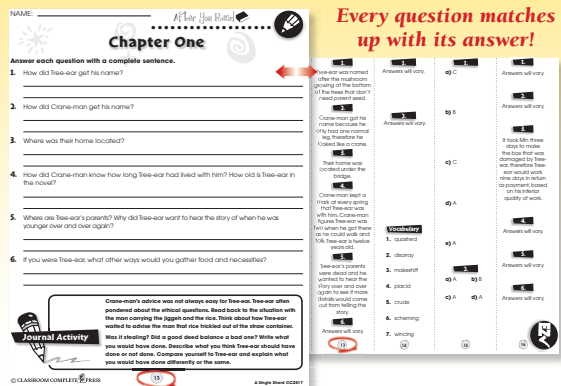
STUDENT HANDOUTS

Chapter Activities (in the form of reproducible worksheets) make up the majority of this resource. For each chapter, or group of chapters, there are **BEFORE YOU READ** activities and **AFTER YOU READ** activities.

- The **BEFORE YOU READ** activities prepare students for reading by setting a purpose for reading. They stimulate background knowledge and experience, and guide students to make connections between what they know and what they will learn. Important concepts and vocabulary from the chapters are also presented on this page.

EASY MARKING™ ANSWER KEY

Marking students' worksheets is fast and easy with our **Answer Key**. Answers are listed in columns – just line up the column with its corresponding worksheet, as shown, and see how every question matches up with its answer!





Chapter Two

1. What do you predict will happen between Tree-ear and Min? Do you think Tree-ear will become a potter? Why or why not?

2. Why do you think Min doesn't hide his craft? Have you ever wondered how an artist works? If you could, which craft would you like to see as it is created? Why?

Vocabulary

Using a dictionary, write each word next to its **SYNONYMS** (different words that have the same, or similar meanings).

crude disarray makeshift placid quashed scheming wincing

- 1. oppress, suppress, crush _____
- 2. change, alter, modify _____
- 3. improvised, jury-rigged, temporary _____
- 4. quiet, tranquil, still _____
- 5. rough, primitive, unrefined _____
- 6. conniving, calculating, shrewd _____
- 7. move, recoil, cringe _____



Chapters Seven to Eight

1. Use the descriptive words from the box to fill in the missing answers to the statements.

beautifully extremely frenetically inlay sharp sketchy slowly ugly

- a) Kang's new technique was _____ work.
- b) Min now worked _____.
- c) Min sometimes varied away from the _____ tracing.
- d) Tree-ear told Min that Kang's new work was _____.
- e) The blossoms had many _____ petals, each _____ shaped.
- f) Min used _____ tools with points of various sizes.
- g) The heat in the kiln was _____ difficult to control.
- h) To make the piece just right, the kiln had to warm up _____.

2. Read the following statements and state whether you **AGREE** or **DISAGREE**. Circle your choice and Explain your opinions and be ready to share your answers in class.

- Agree** **Disagree** a) Going to Songdo is good for Tree-ear.
- Agree** **Disagree** b) Kang is a bumble-fingered excuse of a potter.
- Agree** **Disagree** c) The idea belongs to the world.
- Agree** **Disagree** d) Min can't show Tree-ear the art of being a potter because Tree-ear is not Min's son.