1. **Focus and Review**

   Seedfolks by Paul Fleischman – review for the end of the novel. Choose one character to analyze using the following world (note do not choose Kim as she will be the teacher example)

   ![SeedfolksReview](image)

   (need to incorporate questions)

   ![kimfinal](image)

   Model world to use with class.

2. **Statement (I can / objectives/common core standards)(display on board)**

   (College/Career-Integration of Knowledge and Ideas) Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

   (Reading Literature 7-Key Ideas and Details) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

   (Reading Literature 7-Craft and Structure) Analyze how an author develops and contrasts the points of view of different characters in a text.

   (Writing 7-Types and Purposes) narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
   a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
   b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
   c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
   d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
   e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

   (Writing 7- Production and Distribution) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Teacher Input (Present tasks, Info and Guidance)

Teacher will model how to build an Alice world for the first character in the novel, Kim. The teacher will add details to create a visual character analysis. The teacher will ask for class input as to what other details could be incorporated into the model world. The teacher will utilize elements from written sample and solicit important details from students as review (it is okay for students to look back at their own written analysis).

3. Guided Practice (Assessment and Feedback)

Students will choose or be assigned a character from the novel to create their own world. Their written analysis should match the visuals that they incorporate into their world.

Assessment: Students will create their own character and scene as a final chapter to the novel. Students will write this chapter out (minimum requirement is 1 ½) as well. The Alice world should reflect their understanding of the novel and how new characters were introduced and interact with the other characters in the novel. The scene will need to be thoroughly developed and include at least two other characters from the novel and accurate details about the community garden. Character should also describe what they will be planting and why.

4. Independent Practice (Seatwork and Homework)

Creation of two separate Alice worlds, first world is practice, second world is assessment.

Students will write a new chapter. Students will critique and give constructive criticism to their peers.