

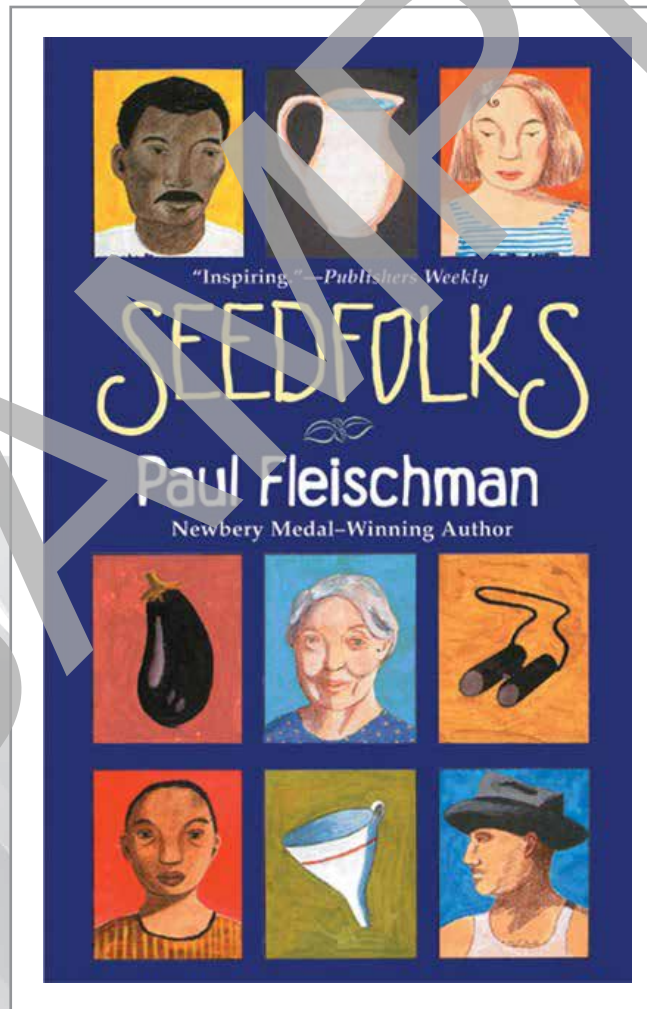


STUDENT PACKET

GRADES 6-8

Seedfolks

Paul Fleischman



READ, WRITE, THINK, DISCUSS AND CONNECT

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Name _____

Getting the “Lay of the Land”

Directions: Prepare for reading by answering the following short-answer questions.

1. Who is the author?

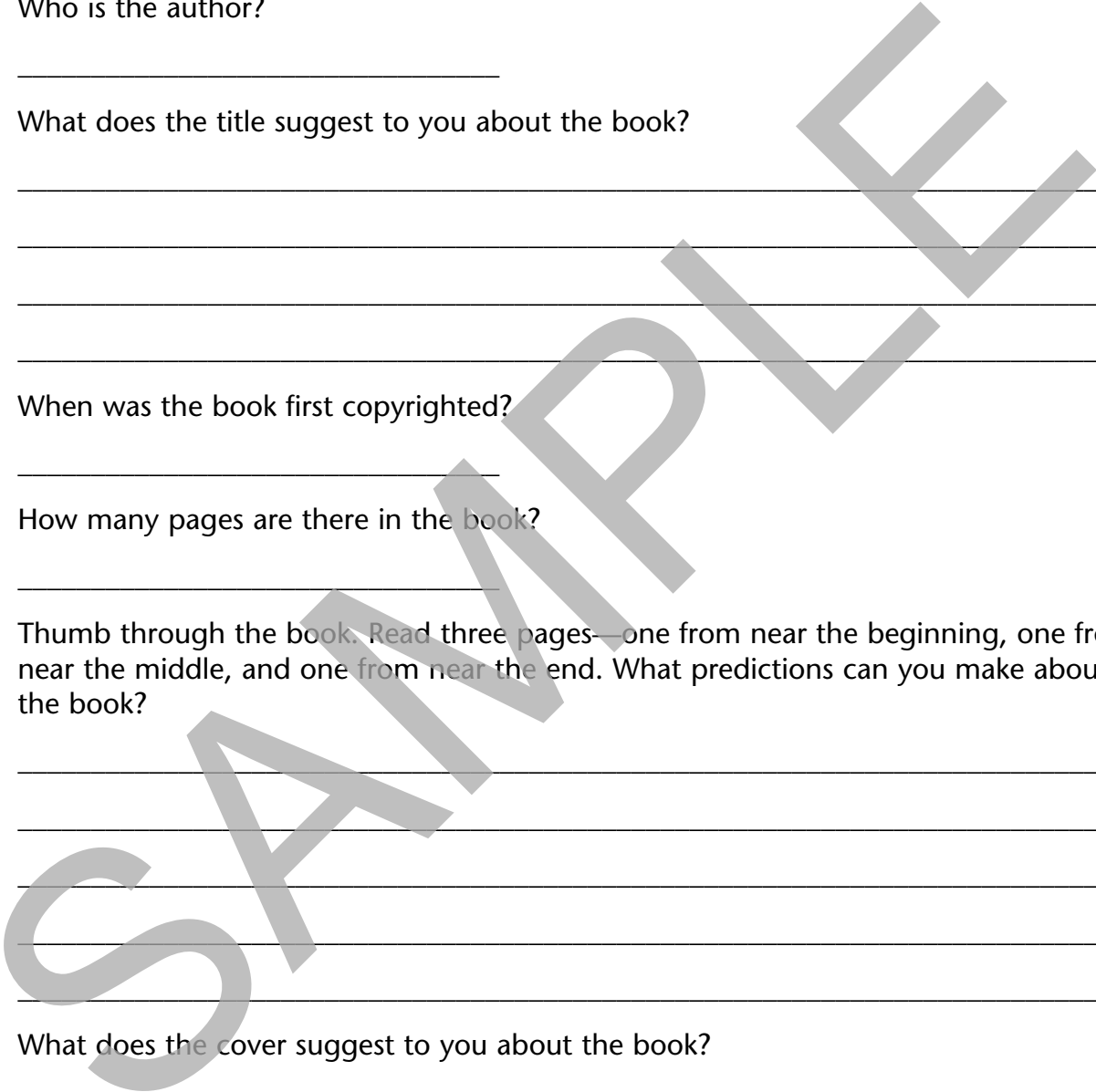
2. What does the title suggest to you about the book?

3. When was the book first copyrighted?

4. How many pages are there in the book?

5. Thumb through the book. Read three pages—one from near the beginning, one from near the middle, and one from near the end. What predictions can you make about the book?

6. What does the cover suggest to you about the book?



Name _____

vast homesteaded	foes arthritis	eerie sampler	spit idle
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Directions: Pretend you are a reporter for a Cleveland newspaper. Write an article about how the garden has affected community relations. Include quotes from characters working in the garden, and use all of the vocabulary words listed above in your article. Continue the article on a separate sheet of paper if necessary.

Gibb Street News

Wednesday, October 2 • Section A, Page 1

Kim–Wendell

1. For what does Kim wish as she stands at her family's altar?
2. What is Kim's nationality?
3. Why is Kim sad when she thinks of her father?
4. Why does Kim believe her father will be proud of her for planting the lima bean seeds?
5. What does Ana see from her apartment window?
6. What does Ana assume about the girl she sees in the vacant lot?
7. What does Ana do when the girl leaves?
8. Why do you suppose Ana buys binoculars for herself?
9. Why does Wendell dislike phone calls?
10. What does Ana want Wendell to do?
11. Why do you suppose Kim is afraid when she sees Wendell? Is her fear rational?
12. After seeing Kim, what does Wendell decide to do?

Gonzalo–Leona

1. Why does Gonzalo believe his father got younger after moving to the United States?
2. How does Gonzalo come to care for his Tío Juan?
3. Whom is Tío Juan trying to talk to in the vacant lot? How do you know?
4. Why do you suppose Gonzalo hopes no one will see him in the vacant lot?
5. How does planting the seeds help Tío Juan "[change]... back into a man"?
6. Explain the irony of the medical advice given to Leona's grandmother.
7. Why do you suppose Leona decides to plant goldenrod in the vacant lot?
8. What does Leona see as the main problem with the vacant lot? How does she plan to resolve the problem?
9. What does Leona realize as she makes each phone call about the vacant lot?
10. Do you think Leona makes a good decision when she brings the trash bag to the health department? Why or why not?

Name _____

Character Analysis Blocks

Directions: Select a character from the book to describe using the blocks below.

<i>Who is the character?</i>			
<i>What does the character do?</i>		<i>Why does s/he do it?</i>	
<i>What, if anything, is significant about the character's name?</i>	<i>What is the nature of this character's actions? (reactive, active, important, consequential, secondary)</i>	<i>What is the significance of the book's time and place to the character?</i>	
<i>What is unusual or important about the character?</i>	<i>How does the character change in the story?</i>	<i>Does the character remind you of another character from another book? Who?</i>	<i>Do you know anyone similar to this character?</i>

Name _____

Character Web

Directions: Complete the attribute web by filling in information specific to a character in the book.

