

Grade/Unit #	4th Grade – Unit 1 – Finding Fortune: <i>Where the Mountain Meets the Moon</i>
Lesson #	4.1.2
Objective(s):	- Students will be able to describe why Minli and her family act in certain ways. - Students will be able to turn a sentence fragment into a complete sentence by adding a subject, a predicate, or both.
Target Task:	How do the different members of Minli's family feel about stories? Why?
Standards:	RL.4.1 — Refer to details and examples in a text when explaining what the text states 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).
Materials:	Book: <i>Where the Mountain Meets the Moon</i> by Grace Lin (Little, Brown Books for Young Readers, 2011) — 810L - Scanned PDF (Chapters 2 - 3 - pgs. 11 - 25) 4th ELA - Unit 1 - Knowledge Tracker Fluency Passage: ELA 4.1.2 - 4.1.6 - "The Four Dragons" - 94 WPM Goal (SY27) 130 WPM Goal (SY26) ELA 4.1.2 - Lesson Slides - REVISED ELA 4.1.2 - Student Packet - REVISED ELA 4.1.2 - Lifework
Vocabulary:	Content Vocabulary: n/a Literary Vocabulary: motivation, subject, predicate, fragment, complete sentence Text-Based: outwit, destined, grueling, magistrate
Lesson Summary:	In this lesson, students deepen their understanding of characters in <i>Where the Mountain Meets the Moon</i> by analyzing how Minli, Ma, and Ba feel about stories and why. They also explore character motivation and point of view to better understand these perspectives. The lesson concludes with a writing task in which students write a paragraph to answer the target task.
Lifework:	Students will read an 820L version of the Chinese Folktale, "The Red Thread of Fate," and answer RL.4.1 (What the Text Says) and RL.4.3 (Characters, Setting, and Events) questions.

Lesson Flow	Teacher Action/Dialogue	Student Action/ Ideal Response
Fluency (5 min)	SAY: Before we jump into our lesson for today, we will get a fluency passage called The Four Dragons to help us practice our reading fluency. We will keep this in the front pocket of our binder (or at the front of it) so we can find it quickly each day. (Slide 2) SAY: Since this is our first day reading this passage, I'll model reading the entire text to show what fluent reading sounds like. Listen and follow along with your finger while I read. SAY: Before we start our new fluency passage, I would like you to set a goal for yourself and your fluent reading this week. You can write your goal using one word at the bottom of your new fluency passage. SAY: Now it is your turn! As a reminder, one person will be Partner A, and the other will be Partner B. Partner A will read for one minute and mark their progress in the text. Next, Partner B will do the same, reading their text for one minute and marking their stopping point. Marking down where you stop reading	

	will help you set goals for your fluent reading growth on other days. Partner A will start. (Slide 3) • DO: Use the 1-minute slide or your classroom timer to allow partners A and B to read for one minute and mark where they ended.	
Building Background Knowledge & Engagement (5 min)	TURN & TALK: • ASK: How did Minli get her name? (Hint: pg. 2) *CHALLENGE* See if you can use a vocabulary word from Day 1 (<i>impulsive, drought, famine, fortune</i>) in your response. (Slide 5) • SAY: Today, we are going to learn more about Minli and see if she lives up to her name.	Sample Response: • <i>It means "to think quickly"; she always acts quickly without overthinking, which makes her impulsive.</i>
Vocabulary (5 min)	• SAY: Today, we are going to start by adding 4 words to our Unit Vocabulary Glossary on page 5: outwit, destined, grueling, and magistrate Routine (5 min): ❑ Word #1: outwit (<i>out-wit</i>) (Slide 7) ▪ Intro the Word: outwit (Teacher/ Student Call and Response 3x, Students can clap out syllables or put a hand under their chin to feel their jaw drop) ▪ Part of Speech: verb ▪ Student Definition: to beat someone by being smarter ▪ Everyday Use: The fox tried to outwit the hunter by hiding quietly under a fallen branch. ❑ Word #2: destined (<i>des-tined</i>) (Slide 8) ▪ Intro the Word: destined (Teacher/ Student Call and Response 3x, Students can clap out syllables or put a hand under their chin to feel their jaw drop) ▪ Part of Speech: adjective ▪ Student Definition: certain to happen in the future ▪ Everyday Use: He felt destined to become a teacher because most of his family worked in education. ❑ Word #3: grueling (<i>gruel-ing</i>) (Slide 9) ▪ Intro the Word: grueling (Teacher/ Student Call and Response 3x, Students can clap out syllables or put a hand under their chin to feel their jaw drop) ▪ Part of Speech: adjective ▪ Student Definition: very tiring and difficult ▪ Everyday Use: The hike up the mountain was long and grueling. ❑ Word #4: magistrate (<i>mag-i-strate</i>) (Slide 10) ▪ Intro the Word: magistrate (Teacher/ Student Call and Response 3x, Students can clap out syllables or put a hand under their chin to feel their jaw drop) ▪ Part of Speech: noun ▪ Student Definition: a type of judge who works to handle small disagreements within a community. ▪ Everyday Use: The magistrate listened carefully before making a fair decision.	
Engaging with the Text (45 Min)	Set a Purpose (3 min): • SAY: Today, we will focus on getting to know the characters more deeply. (Slide 11)	

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| <ul style="list-style-type: none"> ● ASK: How do we get to know the characters that we read about? What details should we be looking for? ● Call on students to get them to say that readers pay attention to a character's thoughts, actions, and relationships to get to know them. By noticing what a character does, says, thinks, and how they interact with others, readers can begin to understand what that character is like or how they view the world. ● SAY: Noticing these types of details about each character is going to help us answer our prompt for today, which is: How do the different members of Minli's family feel about stories? Why? (<u>Slide 12</u>) <p>Reading / Discussion (42 Min):</p> <ul style="list-style-type: none"> ● DO: Have the students read with partners or independently based on your class's needs. Tell them that as they read, they should think about what they are learning about the characters and how each member of Minli's family feels about stories. Tell them that if they finish reading early, they can work on completing the comprehension questions to help prepare them for the discussion. ● Pull a small group if you have students who are receiving decoding interventions at other times. You can also pair these students with stronger readers and have the students support each other. ● Ideas we hope students are capturing in their written answers: <ul style="list-style-type: none"> ■ 1. <i>To change the family's fortune (12) b/c they start work before the sun is up, planting rice seedlings in the mud, and it is grueling in the hot sun (11), Minli comes home to make dinner for her parents, who come back when the sun sets (12) → Still poor and have nothing (12).</i> ■ 2. <i>Ma is furious she spent the \$/ more to feed (16), Ba understands it was Minli's \$, so she can choose what to do with it (17)</i> ■ 3. <i>Powerful, proud (conceited), easily angered (18), harsh/ ruthless (19) → wants to be a part of the royal family, so he can have more power → wants to marry his son to a member of the imperial family.</i> ■ 4. <i>Indifferent (ignores things around him) (19), wise (can read Book of Fortune, with all knowledge in the world, always right) (20, 24), powerful (destines people to be together) (21), magical (knows who you will marry) (23)</i> ● Once groups have all finished reading, engage in a discussion about the focus question. Tell them that they are going to be writing about this question after the discussion | <ul style="list-style-type: none"> ● <i>We pay attention to what each character says, does, thinks, and feels → INFER what they are like/ what their personality/ perspective are.</i> |
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	so they should really think about this evidence during the discussion so they can write the strongest paragraph possible. The answer is pretty clearly laid out on pages 24-25 of the text so most student evidence will come from there. To deepen the conversation, consider asking the following questions: ○ What do we know about Ma based on how she feels about stories? <i>She is practical and focused on feeding the family.</i> ○ Why do you think Ba tells these stories? He told one in the first chapter and in the third chapter. ○ What do you think Minli is getting from these stories? ○ Why do you think Grace Lin included “The Story of the Old Man of the Moon”? ○ Do you think there is a lesson that we can learn from “The Story of the Old Man of the Moon”? ■ You might want to have a student summarize the story to make sure everyone understood it. The important thing to get from the story is that the Magistrate thought he could escape his fate, but he couldn’t. ○ Do these stories lead you to any predictions of what might happen in this book?	Ideal Answers: ● Ma - Doesn't like them/ had enough (17) useless (18), lies/ waste of time (25) → also impractical, causes Minli to daydream/ be more impulsive (9, 25) ● Ba - Free entertainment (19), important/ good use of time (25) → also brings him joy (4) ● Minli - enjoyable (wants Ba to repeat (17, 18), gives her hope/ ideas (24)
Building Deeper Meaning (30 min)	<u>WRITING: Planning (5-10 min):</u> ● SAY: Now based on our discussion, you should have lots of thoughts on how to answer this question. Your goal is to write a plan and then a complete paragraph in the next 30 minutes based on what we discussed today. ● Note: Teachers can have students write these paragraphs in google classroom or on paper. ● DO: Circulate during this time to see what evidence students are finding and jotting down. Conference with any students who are having trouble getting started on how to jot a character and then their feelings about stories on the plan.	Ideal Answers: ● Ma - Doesn't like them/ had enough (17) useless (18), lies/ waste of time (25) → also impractical, causes Minli to daydream/ be more impulsive (9, 25) ● Ba - Free entertainment (19), important/ good use of time (25) → also brings him joy (4) ● Minli - enjoyable (wants Ba to repeat (17, 18), gives her hope/ ideas (24)
Closing (Optional)	<u>Restate Purpose/ Objective:</u> ● Today, we continued our first text of the year, <i>Where the Mountain Meets the Moon</i>. We got to know the characters a bit better by carefully looking at how they feel about stories. Stories are going to be an important part of this book so we are going to keep thinking about the stories within this story as we continue this book. ● (if time): share a strong paragraph that a student has written.	