THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF ACADEMIC SUPPORTS

Lesson Guidance # 34: When the Mountain Meets the Moon	
Grade	5
Unit	4
Selected Text(s)	*Chapters 34* pages 182-188
Duration	Approximately 1-2 days

Plan with guidance from the ELA Instructional Expectations Guide

Learning Goal(s)

What should students understand about today's selected text?

- The theme of a novel is not stated directly and must be inferred using clues provided in the text.

Students will…

- Analyze how the author uses language, description and stories/flashbacks to convey deeper messages that connect the plot and the theme in the novel, *When the Mountain Meets the Moon*.

CCSS Alignment: **English Language Arts Standards » Speaking & Listening » Grade 5 » 1**	**CCSS. ELA-Literacy. RL.5.1**: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences. **CCSS. ELA-Literacy. RL.5.2**: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. **CCSS. ELA-Literacy. RL.5.3**: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g. how characters interact). **CCSS. ELA-Literacy. RL.5.4**: Determine the meaning of words and phrases as they are used in the text, including figurative language such as metaphors and similes. **CCSS. ELA-Literacy. RL.5.6**: Describe how a narrator's or speaker's point of view influences how events are described. **CCSS. ELA-Literacy. SL.5.1**: Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. **CCSS. ELA-Literacy. W.5.1**: Write opinion pieces on topics or texts, supporting a point of view with reason and information **CCSS. ELA-Literacy. W.5.9**: Draw evidence from literary or informational

	texts to support analysis, reflection, and research.
ELD **WIDA Alignment**	**ELD-LA.4-5.Inform.Interpretive:** Interpret informational texts in language arts by identifying and summarizing main ideas and key details through knowledge of informational text structures (e.g., *compare/contrast, cause/effect, problem/solution*)
End of lesson task *Formative Assessment*	The rain did not bring pearls or jewels as the villager thought, but it brought something as valuable. Do you agree or disagree with this statement? Cite or reference evidence from the text to support your answer.
Knowledge Check *What do students need to know in order to access the text?*	**Background knowledge:** ● The inhabitants of the Village of the Moon Rain are the descendants of the family that Magistrate Tiger thought had the key to happiness. **Key concepts** *(Domain specific terms to analyze text; text features)* ● **Flashback:** A flashback in when a character remembers an earlier event that happens before the current point in the story. Flashbacks provide backstory and can explain why characters act the way they do. ○ **Literary Devices: Flashback** ● **Theme** ○ 1. the subject of a talk, a piece of writing, a person's thoughts, or an exhibition; a topic**.** ○ 2. an idea that recurs in or pervades a work of art or literature**.** ■ **Theme** **Vocabulary Words:** *Implicit Instruction (while reading)* ● **exhaustion** (p.182): the state of being extremely tired ● **merriness** (p.183): very happy and cheerful : feeling or showing joy and happiness ● **Gaze** (p. 183): to fix the eyes in a steady intent look often with eagerness or studious attention ● **barren** (p. 184): having very few plants : not suitable for plants ELD **ELD Instructional Practices for Vocabulary: Use the Vocabulary In Context strategy (see example)** "Vocabulary instruction is **throughout** the lesson/unit with only key terms/phrases introduced at the beginning of the lesson. All vocabulary should include illustrations/gifs/photographs. Utilizing hand signals when targeted vocabulary is heard, cements learning, ● Effective vocabulary instruction for ELs includes: ○ (1) "multiple exposures to target words over several days and across reading, writing, and speaking opportunities" with a variety of instructional activities,

	○ (2) "student-friendly" definitions ○ (3) ensuring students can use the terms for "communication and future learning." (Baker, Lesaux, et al) ○ (4) teaching affixes / words that can be altered by adding prefixes and or suffixes, ○ (5) pointing out cross-language similarities (e.g., cognates), ○ (6) noting multiple meanings across domains (e.g., the definition of "volume" in math and science vs. ELA). ● Students can complete a Vocabulary Tracker, notebook configuration, vocabulary log or Frayer Model activity to increase understanding
	Resources: ● **Chapter 34 audio** ○ **https://www.youtube.com/watch?v=eKuPMvjqDwo** ● **Character Map:** ○ **https://www.storyboardthat.com/storyboards/elizabethpedro/where-the-mountain-meets-the-moon---character-map** ● **PDF of *Where the Mountain Meets the Moon*:** ○ **https://www.abss.k12.nc.us/cms/lib/NC01001905/Centricity/Domain/3797/Where%20the%20Mountain%20Meets%20novel.pdf** ● **Educator's Guide:** ○ **https://www.lbyr.com/wp-content/uploads/2017/06/EG_9780316114271.pdf** ● **Summary:** ○ **https://www.supersummary.com/where-the-mountain-meets-the-moon/summary/** ● PSSA Student Friendly Writing Rubric

Core Instruction

Opening Activity:
- Review the video on theme

Content Knowledge:
Before Reading
- Call on a few students and ask them to recall the theme of the previous two chapters.
- Set purpose for reading:
  - Yesterday we looked at how the author used description, language and symbolism to help us find the theme. Today we will continue exploring how to determine the theme by looking at those and other clues. One of those clues is a flashback to an earlier time.

During Reading:
- Explain that the people in the village of the Moon Rain seem happy even though they are poor and the land is barren.
- Focus on the apparent contrast in the words used to describe the physical village and those used to describe the people in the village.The only beautiful things in the village are the trees and the people

were responsible for planting those.
    - "Their every word seemed to be mixed with merriness." (p182-183)
    - "The homes looked as though they had to be hewed from the cold, harsh rock of the mountain." (p 183)
    - The land of the village was barren and gray. Everything was dull and colorless, the wind cold and bitter." (p184)

- **Choose Ways to Conduct Shared Reading:**
    - Read aloud the chapter with multiple stopping points based on students' needs.
    - Have students read independently, having them stop and jot at different points and use the text to understand vocabulary.
    - Break it apart, read aloud certain sections and have students read certain sections independently.
    - Allow time for discourse.

ELD ELD Scaffolds

Interacting with the Concepts/Text: When reading a text and/or applying what has been learned, students benefit from being able to listen to their classmates' thoughts/reasoning via a structured, collaborative discussion about the text, concept or ideas.

Use a double entry journal to

- organize their thoughts
- organize the thoughts their classmates shared
- note questions and points of confusion that arise

After Reading:

- Wrap up by reviewing the theme of the chapter. Even though the seeds fell from the moon, the villages still had to plant them. Through their hard work in planting those seeds they were able to save their village later on.
- Complete the assessment

Guiding Question /pages

- Can people choose to be happy or are they just born that way?

Discourse:

- Discuss the text, guide conversation about the meaning and language of the text, and invite students to share their thoughts. Use discussion frames to help guide conversations and build student discourse. For example:
    - I am noticing…
    - I agree with …. because …
    - I am wondering ….
    - I disagree with …. because …
    - Another example is ….

  Use turn and talk to ask students to use the text to support their answers.

Questions for Close Reading:

- On page 180, the medicine reminds Minli of a spring morning. What do you think spring represents?
- How would you describe the way A-Gong and the twins treat Minli?
- What is Minli's first impression of the village?
- "Maybe in another hundred years all this stony land will be covered with trees and the mountain will

be as golden as the Moon." (p. 187). What does this quotation reveal about the villagers' attitude?
- How is the Village of the Moon Rain transformed after the storm?
- How do you think the villagers felt when they discovered that the storm did not bring them actual jewels?

ELD ELD Scaffolds

Consider student grouping by language during discussions:
Student groupings/pairings should be flexible. Students can be placed in pairs, triads, small groups; flexible grouping; homogeneous and/or heterogeneous groups by language level or home language.
Encourage students to discuss the content, reflect up discussion questions, and negotiate meaning in L1 (students' home language) AND then contribute to their group or the whole class in English.

Explicit Vocabulary Instruction:
- Teach the definition of the remaining vocabulary words as they appear in the text, ensuring students understand how the author's use of the words helps support the overall purpose of the chapter.

Small Group Reading Instruction:
- Teachers will meet with small groups in order to conduct close reading, and to support reading and comprehension, and deliver a more detailed instruction according to students' needs.
- Students can reread chapters, work on Discussion Questions, or work on Formative Assessment while teachers are working with other students during small group instruction.

Formative Assessment:
The rain did not bring pears or jewels as the villager thought, but it brought something as valuable. Do you agree or disagree with this statement? Cite or reference evidence from the text to support your answer.

ELD ELD Scaffolds
Model finding the answers and transferring onto Comparative Graphic Organizer. If helpful, add an illustrated word bank and sentence frames to the graphic organizer to practice writing declarative statements.

Opinion Writing:
- See Formative Assessment

Independent Writing/Student Practice:
- See Formative Assessment

Optional Extension Activity:
Choose one of the following:
- Review one of these videos
  - Literary Devices: Flashback
  - **Theme**
    Symbolism in Literature
- Read or listen to Chapter 35
  - Where The Mountain Meets The Moon Chapter 35
- **Socratic Seminar** *(follow the instructions and use the supports for Socratic Seminar as included in the beginning of each unit)* **SS Discussion Question** - If your hometown was named like the villages and kingdoms in this book, what would it be called? Explain why it would be called this

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Fluency, Comprehension and Writing Supports	
Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence
Writing	Pattan Writing Scope and Sequence

Additional Supports	
ELD Practices	Practices to promote Tier 1 access ● English Language Development Instructional Guide ● Strategies for English Learners ● Argumentative Student Language Support Sheet(ELD) ● Narrative Student Language Support Sheet(ELD) ● Informational Student Language Support Sheet(ELD) ● Sample Linguistic Frames
SpEd Practices	● Before the lesson, provide support to students currently experiencing decoding difficulties based on the student's level of need. Student's need may include: ***support with phonemic awareness, alphabetic principle, vowels(short/long); vowel teams; open vowels; r-controlled vowels, syllabication or multisyllabic words, etc)*** ● At the beginning of the lesson, establish an explicit Vocabulary Instructional Routine to pre teach Tier 2 vocabulary in order to help students gain a deep knowledge of the academic vocabulary used in the text. Vocabulary outline template. Click here. The student will use the completed template as an ongoing vocabulary log for reference ● Before reading, set the purpose and review theme and flashbacks ● While reading, model examples of details that support theme and flashbacks utilizing thinking out loud strategies ● During reading, pause and ask standards based questions to check for student understanding: ○ What are the major events that happen in the story or poem? ○ What is the author trying to convey? What direct quotes from the text support that? ○ What inferences can you make and what direct quotes from the text support your inferences? ○ What is the theme of this story, poem or drama? ○ What details does the author use that provide clues to the theme? ○ What conflicts did the characters face? How did they respond to the challenges/conflicts? ○ In the poem, how does the speaker feel about the topic? ○ What details would you include from the beginning, middle, and end to summarize the story?

	○ What happens to the characters in the story/drama? ○ How are they alike/different? ○ When you think about the settings in the story, what does that tell you about the characters? ○ What details in the story help you understand how the characters are changing? ○ What does the dialogue convey about the characters and their actions? ○ What are the most important events in the story? Where does the most tension happen and how does this influence how the characters interact? ○ What does the word/phrase _____ mean in this sentence? ○ What words do you know in the sentence that can help you figure out the meaning of that word or phrase? ○ Which words and phrases contribute to the tone of the text? ○ How do specific words and phrases the author chose influence the meaning of the text? ○ Who is telling the story? Why? ○ How does this affect the events in the story? ○ Why do you think the narrator described the events the way he/she did? ○ What effect does the story have on you? Why? ● After the reading, provide the text digitally for those students with IEPs that are not reading on grade level. ● During discourse, provide students with sentence frames/starters to guide academic conversation and focus content related material ● For students who may need additional support, pair with a peer mentor who understands the task at hand and grasps the content. ● Also consider a partially pre-filled graphic organizer depending upon the need Tier 1 access
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access
AFT High Leverage Instructional Practices	AFT HLPs
ELA Grade 5 - Assessment Anchors and Eligible Content Aligned to the PA Core Standards	PSSA