

## **Grade 5: Unit 3**

# **Where the Mountain Meets the Moon: Whole Class Novel Seminars**

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## **Seminar 1: Whole Class Novel**

### **What Does Success Look Like?**

Scholars explain Lin’s message about fortune in the first few chapters.

### **Seminar 1:**

***Where the Mountain Meets the Moon: Chapters 1–3 (pages 1–25)***

### **Do Now — 10 minutes**

- Scholars revise their Exit Tickets from yesterday’s seminar based on the feedback you provided.

### **Launch — 2 minutes**

- Tell scholars that today, they will dive into the magical world of Minli in *Where the Mountain Meets the Moon*. Tell scholars that as they listen to the opening pages, they should visualize the setting and characters.

### **Read and Discuss 1 — 15 minutes**

#### **Read:**

- **Play Audiobook (Part 1, 00:00:13–00:10:38):** Chapter 1, pages 1–10

**Discuss:**

- Scholars discuss the following question in pairs: Based on Chapter 1, what does fortune mean? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why does Minli wish she had been named something different?

**Read and Discuss 2 — 25 minutes**

**Independent Reading (15 minutes):**

- Chapters 2–3, pages 11–25

**Discuss:**

- Scholars discuss the following questions in pairs: Why does Minli buy the goldfish?
- If scholars nailed the previous questions, ask: Why does Ba tell the story of “The Old Man of the Moon”?

**Exit Ticket — 8 minutes**

**Write an essay of no more than 200 words:**

- Based on what you have read so far, can people change their fortune? Why or why not? Justify your argument with at least **two** concrete pieces of evidence from the text.

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## Seminar 2: Whole Class Novel

**What Does Success Look Like?**

Scholars explain how Minli’s decision to leave her family, and her preparation for her journey, show compassion and wisdom.

**Seminar 2:**

***Where the Mountain Meets the Moon: Chapters 4–8 (pages 26–42)***

**Do Now — 10 minutes**

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

**Launch — 2 minutes**

- Get scholars excited to learn more about Minli as they continue reading *Where the Mountain Meets the Moon* today. Tell scholars that as they listen to the next chapters, they should think about how Lin develops Minli as a character.

### Read and Discuss 1 — 15 minutes

**Read:**

- **Read Aloud (10 minutes):** Chapters 4–6, pages 26–35

**Discuss:**

- Scholars discuss the following question in pairs: What can we infer about Minli based on her decision to release her fish? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Lin convey Minli’s wisdom in Chapters 5 and 6?

### Read and Discuss 2 — 15 minutes

**Independent Reading (10 minutes):**

- Chapters 7–8, pages 36–42

**Discuss:**

- Scholars discuss the following question in pairs: In Chapter 8, Minli answers a cry for help. What does this reveal about Minli? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: In Chapter 7, Ma says Minli is “foolish.” Evaluate Ma’s claim. Is there evidence to prove her argument?

### Exit Ticket — 8 minutes

**Write an essay of no more than 200 words:**

- What type of person is Minli? How do you know? Justify your argument with at least **two** concrete pieces of evidence from the text.

### Homework

- Read *Where the Mountain Meets the Moon*, Chapters 9–10 (pages 43–49).

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## Seminar 3: Whole Class Novel

### What Does Success Look Like?

Scholars draw connections between the stories within *Where the Mountain Meets the Moon*. They articulate Lin’s message about storytelling.

### Seminar 3:

***Where the Mountain Meets the Moon*: Chapters 11–12 (pages 50–68)**

### Do Now — 10 minutes

- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

### Launch — 2 minutes

- Get scholars excited to read more magical stories in *Where the Mountain Meets the Moon* today. Tell scholars that as they listen to the next chapter, they should think about how the stories connect to each other.

### Read and Discuss 1 — 15 minutes

#### Read:

- **Play Audiobook (Part 1, 00:50:38–01:00:38):** Chapter 11, pages 50–59

#### Discuss:

- Scholars discuss the following question in pairs: What is the purpose of “The Story of the Dragon”? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does “The Story of the Dragon” connect to other stories in the book so far?

### Read and Discuss 2 — 15 minutes

#### Independent Reading (10 minutes):

- Chapter 12, pages 60–68

#### Discuss:

- Scholars discuss the following question in pairs: What do Ma and Ba learn about fortune from the goldfish man’s story? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does “The Story of the Goldfish Man” connect to other stories in the book so far?

### Exit Ticket — 8 minutes

#### Write an essay of no more than 200 words:

- What is Lin’s message about storytelling? Justify your argument with at least **two** concrete pieces of evidence from the text.

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## Seminar 4: Whole Class Novel

### What Does Success Look Like?

Scholars explain how Lin conveys Dragon’s kindness and Minli’s wisdom in the forest scenes. Scholars explain how stories within the novel continue to be connected.

### Seminar 4:

*Where the Mountain Meets the Moon: Chapters 13–15 (pages 69–87)*

### Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

### Launch — 2 minutes

- Get scholars excited to read more about Dragon in *Where the Mountain Meets the Moon*. Tell scholars that as they listen to the next two chapters, they should think about how Lin characterizes Dragon and Minli.

### Read and Discuss 1 — 15 minutes

#### Read:

- **Read Aloud (10 minutes):** Chapters 13–14, pages 69–78

#### Discuss:

- Scholars discuss the following question in pairs: What does Chapter 13 reveal about Dragon? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Chapter 14 add to what we already know about Minli?

### Read and Discuss 2 — 15 minutes

#### Independent Reading (10 minutes):

- Chapter 15, pages 79–87

#### Discuss:

- Scholars discuss the following question in pairs: What is the message of “The Story of the Paper of Happiness”? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does “The Story of the Paper of Happiness” connect to other stories in the novel?

### Exit Ticket — 8 minutes

#### Write an essay of no more than 200 words:

- At the end of Chapter 15, Ma and Ba decide to trust Minli and wait for her at home. Based on what you have read about Minli, is this a good decision? Why or why not? Justify your argument with at least **two** concrete pieces of evidence from the text.

### Homework

- Read *Where the Mountain Meets the Moon*, Chapters 16–17 (pages 88–101).

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## Seminar 5: Whole Class Novel

### What Does Success Look Like?

Scholars analyze the buffalo boy's fortune. In addition, they explain how Ma's decision to feed the goldfish shows a change in her character.

### Seminar 5:

*Where the Mountain Meets the Moon*: Chapters 18–20 (pages 102–117)

### Do Now — 10 minutes

- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

### Launch — 2 minutes

- Get scholars excited to learn more about the buffalo boy in *Where the Mountain Meets the Moon*. Tell scholars that as they listen to the next chapter, they should think about how the buffalo boy is similar to and different from Minli.

### Read and Discuss 1 — 15 minutes

#### Read:

- **Play Audiobook (Part 2, 00:29:36–00:39:08)**: Chapter 18, pages 102–110

#### Discuss:

- Scholars discuss the following question in pairs: What does Chapter 18 reveal about the buffalo boy? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Lin convey the buffalo boy's happiness?

### Read and Discuss 2 — 15 minutes

#### Independent Reading (10 minutes):

- Chapters 19–20, pages 111–117

#### Discuss:

- Scholars discuss the following question in pairs: What does Minli realize about the buffalo boy at the end of Chapter 19? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What does Ma feeding the fish with rice from her own bowl signify? Why is this important?

### Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- Based on what you have read, does the buffalo boy have good fortune? Why or why not? Justify your argument with at least **two** concrete pieces of evidence from the text.

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## Seminar 6: Whole Class Novel

### What Does Success Look Like?

Scholars explain how Minli and the king are similarly wise and kind. They analyze how Lin conveys messages about kindness and wisdom through these characters.

### Seminar 6:

***Where the Mountain Meets the Moon: Chapters 21–22 (pages 118–131)***

### Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

### Launch — 2 minutes

- Get scholars excited to explore the Inner City of The City of Bright Moonlight in *Where the Mountain Meets the Moon*. Tell scholars that as they listen to the next chapter, they should pay attention to what Minli's actions say about her.

### Read and Discuss 1 — 15 minutes

#### Read:

- **Read Aloud (10 minutes):** Chapter 21, pages 118–125

#### Discuss:

- Scholars discuss the following question in pairs: Why did Minli give her last gold coin to the vendor? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Chapter 21 provide additional evidence of Minli's wisdom?

### Read and Discuss 2 — 15 minutes

#### Independent Reading (10 minutes):

- Chapter 22, pages 126–131

#### Discuss:

- Scholars discuss the following question in pairs: How are Minli and the king similar? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Lin illustrate that the king is kind in Chapters 21 and 22?

### Exit Ticket — 8 minutes

#### Write an essay of no more than 200 words:

- Was the king’s trick in the marketplace an example of kindness? Why or why not? Justify your argument with at least **two** concrete pieces of evidence from the text.

### Homework

- Read *Where the Mountain Meets the Moon*, Chapter 23 (pages 132–142).

## Seminar 7: Whole Class Novel

### What Does Success Look Like?

- Scholars articulate how Chapter 24 ties together the stories of Dragon, Magistrate Tiger, and the Old Man of the Moon. Scholars explain the role of goldfish as wise guides in the novel and articulate the author’s message about wisdom.

### Seminar 7:

#### *Where the Mountain Meets the Moon*: Chapters 24–26 (pages 143–156)

### Do Now — 10 minutes

- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

### Launch — 2 minutes

- Get scholars excited to see how more stories connect characters in *Where the Mountain Meets the Moon*. Tell scholars that as they listen to the next chapter, they should think about connections to other parts of the novel.

### Read and Discuss 1 — 15 minutes

#### Read:

- **Play Audiobook (Part 3, 00:00:00–00:08:06):** Chapter 24, pages 143–149

#### Discuss:

- Scholars discuss the following question in pairs: What is the message of “A String of Destiny”? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Chapter 24 tie together multiple stories from the novel?

## Read and Discuss 2 — 15 minutes

### Independent Reading (10 minutes):

- Chapters 25–26, pages 150–156

### Discuss:

- Scholars discuss the following question in pairs: What role do the goldfish play in the novel? What other details from the novel support this idea? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why does the king give up his “borrowed line”?

## Exit Ticket — 8 minutes

### Write an essay of no more than 200 words:

- What is Lin’s message about wisdom? Justify your argument with at least **two** concrete pieces of evidence from the text.

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# Seminar 8: Whole Class Novel

## What Does Success Look Like?

Scholars explain how Chapters 27 and 28 show the connection between Minli, Ma, and Ba. In addition, they explain how Chapters 30 and 31 develop Lin’s message about wisdom.

## Seminar 8:

*Where the Mountain Meets the Moon: Chapters 27–31 (pages 157–174)*

## Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

## Launch — 2 minutes

- Get scholars excited to meet new characters in *Where the Mountain Meets the Moon*. Tell scholars that as they listen to the next three chapters, they should think about Minli and Dragon’s relationship.

## Read and Discuss 1 — 15 minutes

### Read:

- **Read Aloud (10 minutes):** Chapters 27–29, pages 157–166

### Discuss:

- Scholars discuss the following question in pairs: What do Chapters 27 and 29 reveal about the relationship between Minli and Dragon? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What is the connection between Chapters 27 and 28?

### Read and Discuss 2 — 15 minutes

#### Independent Reading (10 minutes):

- Chapters 30–31, pages 167–174

#### Discuss:

- Scholars discuss the following question in pairs: How do the girl and boy trick the Green Tiger? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What does “The Story the Girl Told the Green Tiger” reveal about the girl and boy Minli meets?

### Exit Ticket — 8 minutes

#### Write an essay of no more than 200 words:

- How do Chapters 30 and 31 support Lin’s message about wisdom? Justify your argument with at least **two** concrete pieces of evidence from the text.

### Homework

- Read *Where the Mountain Meets the Moon*, Chapters 32–33 (pages 175–181).

## Seminar 9: Whole Class Novel

### What Does Success Look Like?

Scholars understand that good fortune comes to those who are grateful, as illustrated in Chapters 34 and 35. Scholars explain why kindness is more important than fortune in the Village of the Moon Rain.

### Seminar 9:

#### *Where the Mountain Meets the Moon*: Chapters 34–36 (pages 182–200)

### Do Now — 10 minutes

- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

### Launch — 2 minutes

- Get scholars excited to learn more about Da-A-Fu’s village in *Where the Mountain Meets the Moon*. Tell scholars that as they listen to the next chapters, they should think about how Lin describes the new setting.

### Read and Discuss 1 — 15 minutes

**Read:**

- **Read Aloud (10 minutes):** Chapters 34–35, pages 182–191

**Discuss:**

- Scholars discuss the following question in pairs: What is the message of the “The Story of the Village of Moon Rain”? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Based on the ideas in Chapters 34 and 35, will Ma and Ba’s fortune change?

### Read and Discuss 2 — 15 minutes

**Independent Reading (10 minutes):**

- Chapter 36, pages 192–200 (stop at page break)

**Discuss:**

- Scholars discuss the following question in pairs: How do the villagers show kindness toward Minli and Dragon? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Chapter 36 develop Lin’s message about kindness?

### Exit Ticket — 8 minutes

**Write an essay of no more than 200 words:**

- What is more important to the people of the Village of the Moon Rain: fortune or kindness? Why? Justify your argument with at least **two** concrete pieces of evidence from the text.

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## Seminar 10: Whole Class Novel

### What Does Success Look Like?

Scholars explain how Lin uses the Village of the Moon Rain to represent kindness. Scholars understand Lin’s message that fortune improves when you are grateful for what you have.

### Seminar 10:

*Where the Mountain Meets the Moon: Chapters 36–38 (pages 200–216)*

### Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.

- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

### Launch — 2 minutes

- Get scholars excited to see how Da-A-Fu will help Minli along her journey in *Where the Mountain Meets the Moon*. Tell scholars that as they listen to the next two chapters, they should pay attention to the actions of Da-A-Fu's villagers.

### Read and Discuss 1 — 15 minutes

#### Read:

- **Play Audiobook (Part 3, 00:58:18–01:07:27):** Chapters 36–37, pages 200–208 (start at page break)

#### Discuss:

- Scholars discuss the following question in pairs: What is significant about Minli's jacket? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Lin illustrate the kindness of the villagers?

### Read and Discuss 2 — 15 minutes

#### Independent Reading (10 minutes):

Chapter 38, pages 209–216

#### Discuss:

- Scholars discuss the following question in pairs: How are the ancestors rewarded for flying their kites? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What does the choice to fly kites reveal about the ancestors of Da-A-Fu?

### Exit Ticket — 8 minutes

#### Write an essay of no more than 200 words:

- What is Lin's message about fortune in Chapter 38? Justify your argument with at least **two** concrete pieces of evidence from the text.

### Homework

- Read *Where the Mountain Meets the Moon*, Chapter 39 (pages 217–223).

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## Seminar 11: Whole Class Novel

### What Does Success Look Like?

Scholars understand and explain the importance of “The Story of the Dragon’s Pearl” and Ma’s changing interest in stories. Scholars analyze Dragon’s fortune.

**Seminar 11:**

***Where the Mountain Meets the Moon: Chapters 40–42 (pages 224–238)***

**Do Now — 10 minutes**

- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

**Launch — 2 minutes**

- Get scholars excited to read about Minli reaching Never-Ending Mountain in *Where the Mountain Meets the Moon*. Tell scholars that as they listen to the next chapter, they should consider the idea of fortune.

**Read and Discuss 1 — 15 minutes**

**Read:**

- **Read Aloud (10 minutes):** Chapter 40, pages 224–232

**Discuss:**

- Scholars discuss the following question in pairs: Why does Ma want to hear “The Story of the Dragon’s Pearl”? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What lesson does “The Story of the Dragon’s Pearl” teach?

**Read and Discuss 2 — 15 minutes**

**Independent Reading (10 minutes):**

- Chapters 41–42, pages 233–238 (stop at page break)

**Discuss:**

- Scholars discuss the following question in pairs: Why does Dragon repeat “I will wait for you here” on pages 234 and 235? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How are Dragon and Minli similar?

**Exit Ticket — 8 minutes**

**Write an essay of no more than 200 words:**

Based on what you have read, does Dragon have good fortune? Why or why not? Justify your argument with at least **two** concrete pieces of evidence from the text.

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## Seminar 12: Whole Class Novel

### What Does Success Look Like?

Scholars understand how Lin develops her message about fortune through “The Story of Wu Kang,” Minli’s decision to help Dragon, and “The Story Ma Told.” Scholars explain how Lin conveys Minli’s kindness and compassion.

### Seminar 12:

***Where the Mountain Meets the Moon: Chapters 42–44 (pages 239–255)***

### Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

### Launch — 2 minutes

- Get scholars excited to see the world of the Old Man of the Moon in *Where the Mountain Meets the Moon*. Tell scholars that as they listen to the next pages, they should think about how this story develops the idea of fortune.

### Read and Discuss 1 — 15 minutes

#### Read:

- **Play Audiobook (Part 4, 00:28:50–00:38:40):** Chapter 42, pages 239–244

#### Discuss:

- Scholars discuss the following question in pairs: What does the story of Wu Kang teach about fortune? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Wu Kang compare to Minli?

### Read and Discuss 2 — 15 minutes

#### Independent Reading (10 minutes):

- Chapters 43–44, pages 246–255

#### Discuss:

- Scholars discuss the following question in pairs: How does the word *Thankfulness* influence Minli? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What message is Ma trying to tell Ba in her story?

### Exit Ticket — 8 minutes

**Write an essay of no more than 200 words:**

- What does Minli's choice to ask Dragon's question reveal about her? How has Lin helped us understand why Minli would do this? Justify your argument with at least **two** concrete pieces of evidence from the text.

### Homework

- Read *Where the Mountain Meets the Moon*, Chapter 45 (pages 256–259).

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## Seminar 13: Whole Class Novel

### What Does Success Look Like?

Scholars draw connections between the characters in the novel and analyze why Lin includes these connections. Scholars explain how Minli has changed her family's fortune.

### Seminar 13:

***Where the Mountain Meets the Moon*: Chapters 46–47 (pages 260–270)**

### Do Now — 10 minutes

- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

### Launch — 2 minutes

- Get scholars excited to read about Minli returning home in *Where the Mountain Meets the Moon*. Tell scholars that as they listen to the next chapter, they should make connections to characters and stories earlier in the novel.

### Read and Discuss 1 — 15 minutes

**Read:**

- **Play Audiobook (Part 4, 00:54:55–01:02:34):** Chapter 46, pages 260–265

**Discuss:**

- Scholars discuss the following question in pairs: While flying home, Minli and Dragon pass an orange dragon. How does the orange dragon connect to an earlier character and story? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why does Lin include the orange dragon in this chapter?

### Read and Discuss 2 — 15 minutes

**Independent Reading (5 minutes):**

Chapter 47, pages 266–270

**Discuss:**

- Scholars discuss the following question in pairs: What happens when Minli arrives home? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What does Ma mean when she says, “Good fortune has come to the village...and to us as well”? (page 270).

**Exit Ticket — 8 minutes**

**Write an essay of no more than 200 words:**

- Has Minli changed her family’s fortune? Why or why not? Justify your argument with at least **two** concrete pieces of evidence from the text.

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## Seminar 14: Whole Class Novel

**What Does Success Look Like?**

Scholars identify the physical and emotional changes that occurred in the village after Minli returned home. Scholars explain the connection between the final chapter and the word “thankfulness” written on the paper of happiness.

**Seminar 14:**

***Where the Mountain Meets the Moon: Chapter 48 (pages 271–279)***

**Do Now — 10 minutes**

- Show an exemplary Exit Ticket from the previous seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

**Launch — 2 minutes**

- Get scholars excited to find out how Minli’s story ends in *Where the Mountain Meets the Moon*. Tell scholars that as they listen to the final chapter, they should consider the way the author has connected characters throughout the novel.

**Read and Discuss 1 — 15 minutes**

**Read:**

- **Read Aloud (5 minutes):** Chapter 48, pages 271–273 (stop after “...that one girl purchased a fish.”)

**Discuss:**

- Scholars discuss the following question in pairs: Why is the goldfish man confused? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Lin describe the setting as the goldfish man walks along the Jade River?

### Read and Discuss 2 — 15 minutes

#### Independent Reading (10 minutes):

- Chapter 48, pages 273–279

#### Discuss:

- Scholars discuss the following question in pairs: Why does Minli's family give the Dragon Pearl to the king? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does the king's gratitude change the fortune of Minli's village?

### Exit Ticket — 8 minutes

#### Write an essay of no more than 200 words:

- How does the final chapter illustrate what Minli read on the paper of happiness? Justify your argument with at least **two** concrete pieces of evidence from the text.

## You Did It!

**Congratulations!** You've reached the end of Literature Unit 3: *Where the Mountain Meets the Moon!*

#### As a result of teaching this unit, you as the teacher have:

- Helped your scholars fall in love with this magical novel.
- Built your scholars' ability to articulate their understanding of texts both orally and in writing.

#### Your scholars can:

- Identify connections between characters and how they develop the themes of a novel.
- Write and revise arguments of 200 words to demonstrate their understanding of texts.

**Celebrate your scholars' successes by acknowledging what they can now do as readers as a result of their work during this unit.** Invite scholars to share what they learned about storytelling and fortune!

**Reflect on your successes and stretches, as well as those of your scholars.** Look at your Fountas & Pinnell results. Have your scholars grown as readers over the last month? Between the start of the school year and midyear, your scholars should move from a Level S to a Level U. This is always a tricky jump for scholars and they can easily get stuck, making little to no growth. In order to move to a Level U, scholars must remember information and connect ideas over many days of reading, use genre characteristics to support comprehension, and understand perspectives different

from their own. Enlist parents to help get scholars over this hump! comprehension, and understand perspectives different from their own. Enlist parents to help get scholars over this hump!

Scholars must read at home, as well as in school. Do you have 100% of your scholars reading nightly at home? Make sure at-home reading is happening, and meet with families who are falling short to recommit them to this team effort.

Do you have 100% of your scholars reading fluently? Using all of the tools at their disposal to figure out the meaning of what they are reading?

Do you have 100% of your scholars doing their literacy homework? You must insist that 100% of scholars are completing their homework nightly.

Going into the next unit, make specific reading goals for yourself. Set a percentage goal for how many scholars you will move. Set a goal for scholars who are not reading at home. Who will you get to consistently read at home? Set a goal for moving any scholars stuck at level R or below. Why are they stuck? Do they read fluently? Do they understand what they're reading? Do they understand the big idea? How will you partner with parents to support their growth?

If you are having trouble meeting your goals, do not wait until you have NOT succeeded. Consult your colleagues. Consult your leaders. ASK FOR HELP so you can meet your goals!