

LESSON 1

4th Grade English Language Arts Unit 2: Finding Fortune: Where the Mountain Meets the Moon

OBJECTIVE

Describe Fruitless Mountain and Minli's family.

READINGS AND MATERIALS

- Book: [Where the Mountain Meets the Moon](#) by Grace Lin – Preview and Ch. 1

TARGET TASK

WRITING PROMPT

Describe Fruitless Mountain and how Minli's family lives. How does the setting impact the mood?

How does Minli's family feel about stories? Why do they all feel differently?

Sample Response

Fruitless Mountain is a setting in the story that is barren, fruitless, gloomy, and seemingly miserable. The author described this location as one that is dry and desert-like, so no food can grow on it. This is where Minli's family lives, so I think they must feel like they cannot grow as much as they want to since the environment is so desolate.

Minli's family has mixed feelings around stories. Minli's dad likes to tell stories he has heard throughout his life, and Minli encourages him to tell them after dinner. Minli's mom does not like the stories that much, though, and she shows that by rolling her eyes and saying that the stories are a waste of time.

KEY QUESTIONS

- Based on the preview on the back of the book, what do you predict the book is going to be about? Why?
- What powerful details does Grace Lin include about Minli? What do they show us?
- Why does Grace Lin include the picture on page 5?
- Why was Jade Dragon so offended? What does she do as a result of this anger? How do her children react?
- According to the story, why is Fruitless Mountain bare? What needs to happen for it to flourish again?

VOCABULARY

weariness *n.* unable to carry on because you need rest or sleep

impractical *adj.* not right for the situation

impulsive *adj.* doing something suddenly without thought

resentfully *adv.* to do something in a way that shows anger or displeasure over unfairness

COMMON CORE STANDARDS

CORE STANDARDS

- **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).

SUPPORTING STANDARDS

L.4.4 L.4.4.b RF.4.3 RF.4.4 RL.4.1 RL.4.10 RL.4.4 SL.4.1 W.4.10 W.4.9.a

LESSON 2

4th Grade English Language Arts
Unit 2: Finding Fortune: Where the Mountain Meets the Moon

OBJECTIVE

Describe why Minli and her family act in certain ways.

READINGS AND MATERIALS

- Book: [Where the Mountain Meets the Moon](#) by Grace Lin – Ch. 2-3

TARGET TASK

MULTIPLE CHOICE

Part a

What motivates Minli to buy the goldfish? (Chapter 2)

- A. She is envious of the Goldfish Man and his fortune.
- B. She is infuriated by her family's fortune and believes the goldfish will change it.
- C. She is tired of working in the grueling fields and would rather take care of the fish.
- D. She is on a mission to find the Old Man of the Moon and this is the first stop.

Sample Response

- B. She is infuriated by her family's fortune and believes the goldfish will change it.

Part b

What is the main reason mom is infuriated? (Chapter 3)

- A. Minli and Dad tell too many stories.
- B. The stories cause Minli to waste their money on a goldfish.
- C. She is disappointed by their fortune.
- D. She had a grueling day in the field.

Sample Response

- B. The stories cause Minli to waste their money on a goldfish.

WRITING PROMPT

Why does Minli buy the goldfish? What does she hope will happen? (Chapter 2)

What does Ma think about stories? Why? (Chapter 3)

Sample Response

Minli buys the goldfish because she hopes it will bring fortune to her family. Minli thinks that because her family has to spend so much time in the rice fields they are lacking good fortune. She wants nothing more than to bring fortune to her family. When she sees the Goldfish Man and he promises that the goldfish will bring fortune to her home, she is captivated. She decides to spend her savings on the goldfish.

Ma is a practical person and does not trust stories. She thinks they are a waste of time and that they fill Minli's head with useless ideas. Every time Ba or Minli asks about a story, Ma responds in a negative way showing how much she really hates the stories. For example on page 17, Ma says, "More stories!" Ma said, and her chopsticks struck the inside of her empty rice bowl resentfully. "Haven't we heard enough of those?" Minli and Ba continue to tell the stories because they bring joy, especially in a time when things are so bleak, but Ma does not see that the stories bring joy. She just thinks the stories waste time and make Minli want to do impossible things.

KEY QUESTIONS

- Why does Minli decide to buy the goldfish? How do the other villagers feel about Minli's decision? Why?
- Compare and contrast how Ma and Ba respond to the goldfish.
- Describe the Magistrate Tiger. Include details that describes what motivates him.
- Describe the Old Man of the Moon.
- Why does Grace Lin include "The Story of the Old Man of the Moon"?

VOCABULARY

outwit	<i>v.</i>	to beat someone by being smarter
destined	<i>adj.</i>	definitely going to become something or do something
grueling	<i>adj.</i>	very difficult
enviously	<i>adv.</i>	wanting what someone else has

COMMON CORE STANDARDS

CORE STANDARDS

- **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).

SUPPORTING STANDARDS

L.4.4 **L.4.4.b** **RF.4.3** **RF.4.4** **RL.4.1** **RL.4.10** **RL.4.4** **SL.4.1** **W.4.10** **W.4.9.a**

LESSON 3

4th Grade English Language Arts
Unit 2: Finding Fortune: Where the Mountain Meets the Moon

OBJECTIVE

Describe why Minli acts in certain ways.

READINGS AND MATERIALS

- Book: [Where the Mountain Meets the Moon](#) by Grace Lin – Ch. 4-6

TARGET TASK

MULTIPLE CHOICE

Part a

Based on evidence from the text, which words best describe Minli?

- A. fearful and timid
- B. fortunate and loving
- C. bold and firm
- D. determined and motivated

Sample Response

- D. determined and motivated

Part b

Identify two details from the text that best support the answer to Part A.

WRITING PROMPT

Minli writes a letter to Ma and Ba, and she signs it, "Love, your obedient daughter."

Based on Minli's actions in Chapters 5 and 6, is Minli obedient or disobedient? Defend why.

Sample Response

Minli is mostly disobedient. Even though she followed her parents' instructions to get rid of the goldfish, she is actually disobedient because she left her family to go look for the Old Man of the Moon. She feels as though she is doing the best she can for her family, but she has to break the rules of working together and staying safe in order to do so. If she was being obedient, she would have told her parents the plan and allowed them to give input. This way, they would have known that she was leaving.

KEY QUESTIONS

- How did Minli's mother influence her? How does Grace Lin show what Minli is thinking?
- Why does Minli decide to release the goldfish into the river? What happens when she releases the goldfish? How does it make her feel?
- Based on details from Chapter 5, how does Minli feel about leaving? Why?
- What decisions does Minli make in Chapters 5 and 6? Is Minli being obedient or disobedient? Defend why.

VOCABULARY

enthralled *v.* holding someone's attention by being exciting or interesting

obedient *adj.* doing what someone tells you to do

COMMON CORE STANDARDS

CORE STANDARDS

- **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).
- **RL.4.4** – Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

SUPPORTING STANDARDS

L.4.4 **L.4.4.b** **RF.4.3** **RF.4.4** **RL.4.1** **RL.4.10** **RL.4.4** **SL.4.1** **W.4.10** **W.4.9.a**

LESSON 4

4th Grade English Language Arts

Unit 2: Finding Fortune: Where the Mountain Meets the Moon

OBJECTIVE

Write a paragraph that describes Minli.

READINGS AND MATERIALS

- Book: [Where the Mountain Meets the Moon](#) by Grace Lin – Ch. 1-6

TARGET TASK

WRITING PROMPT

Write a paragraph that describes Minli.

Your paragraph should include:

- A theory that describes Minli
- A strong topic sentence
- Three to four supporting details
- A concluding sentence

Sample Response

Potential Theories:

- Minli *may* be a person who is impulsive and makes decisions quickly without thinking them through.
- Minli *could* be a person who cares deeply about her family and will do anything to change their fortune.
- Minli *may* be determined to do whatever it takes to reach the Old Man of the Moon.
- Minli *may* let her life be influenced by the stories that others tell.

Paragraphs will vary. All paragraphs should include three to four supporting details that support the theory.

COMMON CORE STANDARDS

CORE STANDARDS

- **L.4.1.a** – Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- **L.4.1.f** – Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- **L.4.2.c** – Use a comma before a coordinating conjunction in a compound sentence.
- **W.4.1.a** – Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- **W.4.1.b** – Provide reasons that are supported by facts and details.

SUPPORTING STANDARDS

L.4.1.c L.4.6 W.4.10 W.4.4 W.4.5 W.4.9.a

LESSON 5

4th Grade English Language Arts Unit 2: Finding Fortune: Where the Mountain Meets the Moon

OBJECTIVE

Describe how Minli, Ma, and Ba are feeling and why.

READINGS AND MATERIALS

- Book: [Where the Mountain Meets the Moon](#) by Grace Lin – Ch. 7-9

TARGET TASK

WRITING PROMPT

Pick three descriptive sentences from the text that best describe how Minli, Ma, and Ba are feeling and why. Analyze how the description helps a reader better understand each character.

Sample Response

Grace Lin used description to help a reader understand how frustrated Ma was. On page 43 she writes that searching for Minli "was like searching for a wrinkle in a flower petal." I know that flower petals have lots of wrinkles and it would be nearly impossible to identify just one. It is a hopeless task. Therefore, Ma is feeling more than just frustrated; she is feeling hopeless like she may never find Minli.

KEY QUESTIONS

- What does the description "made a noise like a shrieking cat" show about Ma? How does this reaction fit with what we know about Ma?
- Read the quote from page 37. "Her words cut into Ba like slices from a knife, but even though his face was pained, he said nothing and continued to pack." What is the significance of this statement? How does it fit with what we know already about Ma and Ba?
- When Ma and Ba discover Minli is gone, they react in different ways. How does Ba react? How does Ma react? Why?
- What description does Grace Lin include to describe the sounds Minli heard? The water she found? How does the description help a reader better visualize what is happening?
- Compare and contrast how Ma and Ba are feeling while looking for Minli. Identify two to three key moments that highlight how they are both feeling.

VOCABULARY

eagerly <i>adv.</i>	to do something excitedly
resentment <i>n.</i>	a lasting feeling of anger or displeasure over something unfair
fatigue <i>n.</i>	a feeling of being very tired

COMMON CORE STANDARDS

CORE STANDARDS

- **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).
- **RL.4.4** – Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

SUPPORTING STANDARDS

L.4.4 L.4.4.b L.4.5 RF.4.3 RF.4.4 RL.4.1 RL.4.10 SL.4.1 W.4.10

LESSON 6

4th Grade English Language Arts
Unit 2: Finding Fortune: Where the Mountain Meets the Moon

OBJECTIVE

Describe how Dragon was born and why the author includes this story.

READINGS AND MATERIALS

- Book: [Where the Mountain Meets the Moon](#) by Grace Lin – Ch. 10-11

TARGET TASK

WRITING PROMPT

Describe how the Dragon was born. What does the story reveal about Dragon and the Magistrate Tiger's character?

Sample Response

Dragon was born from a painting that was given to the Magistrate, a rude and conceited man. The painter who initially drew the picture made Dragon without any wings or eyes. He left off the wings to comment on how bogged down the magistrate was by his wealth and he left off the eyes because he thought the painting was already finished. When the Magistrate noticed this, he was furious. One of his servants noted that he could fix the painting by just adding eyes. As soon as he had eyes, Dragon leapt off the page. He did not want to live under the Magistrate Tiger so instead he ran away into the woods. This story helps a reader see Dragon as someone who can distinguish good from bad because he was able to determine that Magistrate Tiger was an evil human.

KEY QUESTIONS

- In Chapter 10, Minli meets Dragon. Instead of being awed by Dragon, she found herself feeling sorry for him. Why? Give at least two to three details that describe why Minli felt sorry for the dragon.
- Grace Lin decides to tell "The Story of The Dragon" from Dragon's point of view. How does this help a reader better understand how Dragon was born?
- How does the story of Dragon deepen our understanding of the Magistrate? Why?
- What agreement do Minli and Dragon make at the end of the chapter? Why is it important?

VOCABULARY

gaped v. to look at something in surprise

awed v. to cause someone a feeling of amazement

COMMON CORE STANDARDS

CORE STANDARDS

- **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).
- **SL.4.1** – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.4.1.c** – Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SUPPORTING STANDARDS

L.4.4 L.4.4.b L.4.5 RF.4.3 RF.4.4 RL.4.1 RL.4.10 RL.4.4 W.4.10

LESSON 7

4th Grade English Language Arts

Unit 2: Finding Fortune: Where the Mountain Meets the Moon

OBJECTIVE

Analyze the Goldfish Man's perspective on fortune and if it is similar to Ma and Ba's.

READINGS AND MATERIALS

- Book: [Where the Mountain Meets the Moon](#) by Grace Lin – Ch. 12–13

TARGET TASK

WRITING PROMPT

What is the Goldfish Man's perspective on fortune? How does this align with Ma and Ba? Why?

Analyze Minli and the dragon's relationship. Are they becoming friends? Defend why or why not.

Sample Response

The Goldfish Man's perspective on fortune is very different from Ma and Ba's. Ma and Ba believe that fortune is money and having riches. They do not believe that a person's fortune can be changed. The Goldfish Man seems to think it can be found in trusting others, believing anything is possible, and having faith. He has this faith because when he was a child his fortune was changed. He has seen it happen and believes that anything is possible.

Evidence:

- "'Perhaps,' the Goldfish Man said, 'you need to trust her.'" → still optimistic
- "'Impossible?... even things written in the Book of Fortune...'" → optimistic, thinks fate can be changed
- "'Here's a gift... if you can't trust your daughter... trust that she will return home...'" → faith, calming
- "Ma and Ba could find no words" → do not believe the Goldfish Man, stunned/shocked
- "stood and watched him until he looked like a twinkling star in the distance." → stunned/shocked

Based on the evidence the author includes to show how Minli and the Dragon are feeling, I think they are slowly becoming friends. They are opening up to one another as they travel together, and are willing to work together to try and solve their problems.

Details for how Minli is feeling:

- "Minli was a little doubtful about riding the dragon." → didn't know if she trusted him, but she needed water
- "she felt a pang of pity as she imagined the dragon, alone, unable to fly..." → feels bad for the dragon, wants to be able to help him
- "'You are right,... They are not going to let us through.'" → feeling frustrated by the monkeys

Details for how Dragon is feeling:

- "Dragon offered to carry her to fresh water." → feeling helpful
- "noticing she was asleep the dragon moved slowly..." → really cares for Minli, wants to do what is best for her
- "'Then,' the dragon asked, 'what are we going to do?'" → wants to come up with a plan

KEY QUESTIONS

- Read the quotation from page 61. "Under his gaze, Ma and Ba suddenly felt like freshly peeled oranges, and their words fell away from them. Inexplicably, they felt ashamed." Explain the significance and power of this statement.
- After telling his story, the Goldfish Man says, "Don't you see? Even fates written in the Book of Fortune can be changed. How can anything be impossible?" How did his story prove this point? Why do Ma and Ba not agree?
- Close read the bottom of page 72 and top of 73. What description does Grace Lin include to describe the monkeys? What does the description reveal about the monkeys?

VOCABULARY

engross v. holding someones complete interest or attention

inexplicable *adj.* unable to be explained or understood

scold v. to say mean things to someone who has done wrong

COMMON CORE STANDARDS

CORE STANDARDS

- **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).

SUPPORTING STANDARDS

L.4.4 L.4.4.b L.4.5 RF.4.3 RF.4.4 RL.4.1 RL.4.10 RL.4.4 SL.4.1 W.4.10

LESSON 8

4th Grade English Language Arts
Unit 2: Finding Fortune: Where the Mountain Meets the Moon

OBJECTIVE

Analyze the significance of "The Story of the Paper of Happiness."

READINGS AND MATERIALS

- Book: [Where the Mountain Meets the Moon](#) by Grace Lin – Ch. 14-15

TARGET TASK

WRITING PROMPT

The goldfish suggests that Pa tell the Story of the Paper of Happiness. What is the significance of this story?

Based on what we know about Minli, how might the Story of the Paper of Happiness have influenced Minli?

Sample Response

The significance of the Story of the Paper of Happiness was to remind Ma and Ba about what happiness really means and how one can find happiness and good fortune. As Ma and Ba grow more discouraged and weary in the quest to find Minli, they are reminded of a family that clearly loved each other, and with that came tolerance, understanding, teamwork, dedication, and many other things needed for them to run so effectively. This leads them to trust in Minli and decide to return home instead of continuing to look for Minli.

KEY QUESTIONS

- How does Minli outwit the monkeys?
- What description does Grace Lin include to show how Minli, Dragon, and the monkeys are feeling? Identify at least two details for each and describe why the author included the details.
- Grace Lin uses the words *awed* and *astonished* to describe the emissary and the magistrate's reactions to the family. Why did she pick these words?
- Describe what happened to the paper of happiness. How did the magistrate respond? What descriptive details does Grace Lin include?
- Why did the Magistrate think he had been deceived? Was he?
- Why does Grace Lin include "The Story of the Paper of Happiness?"
- How is Ma changing? Why?

VOCABULARY

humble	<i>adj.</i>	having belief you are not better than others
enraged	<i>v.</i>	made very angry
deceive	<i>v.</i>	to make someone believe something that isn't true

COMMON CORE STANDARDS

CORE STANDARDS

- **RL.4.2** – Determine a theme of a story, drama, or poem from details in the text; summarize 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).

SUPPORTING STANDARDS

L.4.4 **L.4.5** **RF.4.3** **RF.4.4** **RL.4.1** **RL.4.10** **RL.4.4** **SL.4.1** **W.4.10**

LESSON 9

4th Grade English Language Arts
Unit 2: Finding Fortune: Where the Mountain Meets the Moon

OBJECTIVE

Explain what the quote "I'll find a way" shows about Minli.

READINGS AND MATERIALS

- Book: [Where the Mountain Meets the Moon](#) by Grace Lin – Ch. 16-17

TARGET TASK

WRITING PROMPT

Read the quote from page 99. "I'll find a way," Minli said, confidently. "Thanks." How does this fit with what we know about Minli?

Extension: Does Minli's confidence help her or hurt her? Defend why.

Sample Response

The statement "I'll find a way" fits with what we know about Minli because it shows how confident she is in herself. This fits with what we know about Minli because she often acts quickly on her feelings, not always thinking things through. In this situation she thought she was making the right choice, but she felt less sure once she was closer to the Inner City.

KEY QUESTIONS

- Minli and Dragon meet a fish that thinks Dragon might be Aunt Jin. This fish tells a story about the Dragon Gate. Why does Minli think she might have met Aunt Jin?
- What description does the author include to help a reader visualize Dragon Gate? How does the illustration support the author's description?
- Why does Grace Lin include "The Story of the Dragon Gate"?
- What advice does the fish give? Why is the advice important?
- Once Minli is inside the city, she develops a slightly different perspective of the city. What details does the author include to help a reader understand the Inner City?
- How does the Buffalo Boy help Minli?

VOCABULARY

discomfort	<i>n.</i>	a feeling of being uncomfortable
forbidding	<i>adj.</i>	not friendly or welcoming
guardian	<i>n.</i>	someone or something that watches or protects

COMMON CORE STANDARDS

CORE STANDARDS

- **RL.4.2** – Determine a theme of a story, drama, or poem from details in the text; summarize 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).

SUPPORTING STANDARDS

L.4.4 L.4.5 RF.4.3 RF.4.4 RL.4.1 RL.4.10 RL.4.4 SL.4.1 W.4.10

LESSON 10

4th Grade English Language Arts Unit 2: Finding Fortune: Where the Mountain Meets the Moon

OBJECTIVE

Describe how Minli is beginning to change.

READINGS AND MATERIALS

- Book: [Where the Mountain Meets the Moon](#) by Grace Lin – Ch. 18–19

TARGET TASK WRITING PROMPT

The chapter ends with the following quote: "Minli's questions fell from her as she realized there was nothing else to say." Explain the significance of this statement and what it shows about Minli. What influence does the Buffalo Boy start to have on her?

Sample Response

Minli is left speechless because she is beginning to realize that the Buffalo Boy is truly content with what he has. Minli is a naturally curious girl, but she now understands there is nothing else to ask because the Buffalo Boy is content with not having all of the answers. Her silence also shows that she is trusting of the Buffalo Boy and understands he is looking out for her.

Evidence:

- "'Who is she really?' 'She's my friend,' the boy said simply. 'That's who she is and that's enough for me.'" (p. 114)
- "As Minli looked at the Buffalo Boy, aglow with happiness against his poor surroundings, she saw it was enough for him." (p. 114)
- "'How does she know?' The boy shrugged." (p. 113)

KEY QUESTIONS

- Describe the Buffalo Boy and his home. How does the Buffalo Boy's home impact Minli?
- Read the two sentences from Chapter 18.

"And Minli was surprised to see his face change unexpectedly. The sharpness of his expression softened like a flower blossoming, his small smile gentle."

"It was funny how the Buffalo Boy's whole manner changed when he talked about her—his vaguely mocking attitude and tough expression washed away and he lit up like a lantern."

What do these details reveal about the Buffalo Boy and the importance of his friendship with the girl?

- What impression does Minli have about the Buffalo Boy's friend in Chapter 18? Does her impression change in Chapter 19? Defend why or why not.
- Why does Grace Lin include "The Story of the Buffalo Boy's Friend"?

VOCABULARY

ashamed *adj.* feeling shame or guilt

vaguely *adv.* somewhat or slightly

hesitate *v.* to stop briefly because you are nervous or unsure

COMMON CORE STANDARDS

CORE STANDARDS

- **RL.4.2** – Determine a theme of a story, drama, or poem from details in the text; summarize 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).

SUPPORTING STANDARDS

L.4.4 **L.4.4.b** **L.4.5** **RF.4.3** **RF.4.4** **RL.4.1** **RL.4.10** **RL.4.4** **SL.4.1** **W.4.10**

LESSON 11

4th Grade English Language Arts Unit 2: Finding Fortune: Where the Mountain Meets the Moon

OBJECTIVE

Analyze how Minli's parents and Minli are starting to transform through their relationships with others.

READINGS AND MATERIALS

- Book: [Where the Mountain Meets the Moon](#) by Grace Lin – Ch. 20–21

TARGET TASK

WRITING PROMPT

How are Minli's parents and Minli starting to transform through their relationships with others? Explain.

Sample Response

Ma and Ba are becoming more trusting of Minli due to their interaction with the Goldfish Man. Ma, specifically, is becoming kinder due to her longing for Minli.

Evidence:

- "'We trust Minli. She will come home.'" (p. 116)
- "'After she finds Never-Ending Mountain, Minli will come home.'" (p. 116)
- "'And when the cloud-white rice was finished, Ma took her chopsticks and fed the fish from her own bowl.'" (p. 117)

Minli is becoming more generous due to her time with the Buffalo Boy. She is beginning to appreciate all that she has.

Evidence:

- "'She grabbed the last coin out of her bag and ran to him. 'Wait,' Minli said. 'Here, take this.'" (p. 120)
- "'As Minli watched the beggar's hand outstretched and shaking with hunger, she felt a sharp pang inside her.'" (p. 121)
- "'Then she picked the largest peach on the stand and handed it to the old man.'" (p. 121)

KEY QUESTIONS

- What do Ma's actions in Chapter 20 reveal about how she is changing?
- Why did the Buffalo Boy not accept her thank you? How does this fit with what we know about him?
- Why does Minli decide to buy the peach? What is she learning about fortune?
- What happens to the peach that Minli buys? What description does the author include to show how Minli's actions impacted everyone around her?
- How does Minli's act of kindness help her reach her goal of finding the King?
- Minli would not have found the King without the help of the Buffalo Boy. Agree or disagree.

VOCABULARY

worthless *adj.*

not having any value

stubborn *adj.* not changing your mind about something

content *adj.* satisfied

COMMON CORE STANDARDS

CORE STANDARDS

- **RL.4.2** – Determine a theme of a story, drama, or poem from details in the text; summarize 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).

SUPPORTING STANDARDS

L.4.4 **L.4.5** **RF.4.3** **RF.4.4** **RL.4.1** **RL.4.10** **RL.4.4** **SL.4.1** **W.4.10**

LESSON 12

4th Grade English Language Arts

Unit 2: Finding Fortune: Where the Mountain Meets the Moon

OBJECTIVE

Describe the king.

READINGS AND MATERIALS

- Book: [Where the Mountain Meets the Moon](#) by Grace Lin – Ch. 22–23

TARGET TASK

WRITING PROMPT

Describe the king. What description does the author include to support a reader’s understanding of the king’s thoughts and actions?

Sample Response

The King is an interesting character who is kind, generous, and is motivated and inspired by stories. He feels connected to his ancestors and the city over which he rules through stories of its origin. The author includes descriptive details, dialogue, and a story within a story to help the reader understand the king’s thoughts and actions.

Evidence:

- "Ah, you know the story! The king smiled. 'That magistrate was my great-great-grandfather's father. And this city is the city that his son becomes king of through marriage.'" (p. 136)
- "It is a story that has been passed through my family for generations,' the king said. 'But there's more to it than what most have heard.'" (p. 136)
- "This is the ripped page. It has been passed down from generation to generation, studied by the kings of the City of Bright Moonlight." (p. 138)
- "For generations, my family has prized this paper; we have honored it for its spiritual power and authority." (p. 140)
- "So, perhaps, it is time for the paper to return to the book." (p. 141)

KEY QUESTIONS

- Describe the Inner City. How does it make Minli feel? Why?
- How does the King respond to Minli? Why?
- What does the King think is the borrowed line? Why has he cherished it?
- How is the King’s version of Old Man of the Moon different from the story Minli knew? Why?
- What is written on the paper? How does the King interpret the line? How do his interpretations influence his actions?
- Why does the King decide to give Minli the borrowed line?

VOCABULARY

cherished v. to value something

COMMON CORE STANDARDS

CORE STANDARDS

- [RL.4.2](#) – Determine a theme of a story, drama, or poem from details in the text; summarize 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).

SUPPORTING STANDARDS

[L.4.4](#) [L.4.5](#) [RF.4.3](#) [RF.4.4](#) [RL.4.1](#) [RL.4.10](#) [RL.4.4](#) [SL.4.1](#) [W.4.10](#) [W.4.9.a](#)

LESSON 13

4th Grade English Language Arts

Unit 2: Finding Fortune: Where the Mountain Meets the Moon

OBJECTIVE

Write a paragraph that describes Minli.

READINGS AND MATERIALS

- Book: [Where the Mountain Meets the Moon](#) by Grace Lin – Ch. 7–23

TARGET TASK

WRITING PROMPT

Write a paragraph that describes Minli.

Your paragraph should include:

- A theory that describes Minli
- A strong topic sentence
- Three to four supporting details
- A concluding sentence

Sample Response

Potential Outline:

Topic Sentence: Minli may be beginning to learn the power of friendship and appreciating what you have.

- Detail One: She feels bad for the dragon and wants to be able to help him
- Detail Two: Respects the Buffalo Boy and learns from him
- Detail Three: She gave the peach to the old man in the market

Concluding Sentence: Minli is realizing that friendship may, in fact, be a type of fortune.

Potential Paragraph:

Minli may be beginning to learn the power of friendship and appreciating what you have. When Minli first met the dragon she felt bad for him because he could not fly. She wanted to help him, so she asked him to come along with her to the Old Man of the Moon. He becomes a good friend to Minli and she really appreciates having him around. While she does not say it, you can tell from her actions that she feels fortunate to have the dragon around. Minli learns the power of appreciating what you have from the Buffalo Boy. The Buffalo Boy does not have much, but he is very happy. At first Minli feels sorry for him, but then she realizes he does not want any more. He is content with the few things he has. This makes Minli think about her family and how much she misses them. Finally, you can see that Minli is beginning to see the power of appreciating what she has because she shares her coin with the old man. Before, Minli would have kept the coin, but after meeting the Buffalo Boy, she now sees the importance of sharing and being a good friend. Minli is realizing that friendship may, in fact, be a type of fortune.

COMMON CORE STANDARDS

CORE STANDARDS

- **L.4.1.a** – Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- **L.4.1.f** – Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- **L.4.2.c** – Use a comma before a coordinating conjunction in a compound sentence.

- **W.4.1** – Write opinion pieces on topics or texts, supporting a point of view with reasons and information
- **W.4.1.a** – Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- **W.4.1.b** – Provide reasons that are supported by facts and details.

SUPPORTING STANDARDS

L.4.6 W.4.10 W.4.4 W.4.5 W.4.9.a

LESSON 14

4th Grade English Language Arts

Unit 2: Finding Fortune: Where the Mountain Meets the Moon

OBJECTIVE

Summarize how Dragon ended up with the borrowed line.

READINGS AND MATERIALS

- Book: [Where the Mountain Meets the Moon](#) by Grace Lin – Ch. 24

TARGET TASK

WRITING PROMPT

Summarize how Dragon ended up with the borrowed line.

Sample Response

Dragon ended up with the borrowed line by receiving a string of destiny from the guardians of the city. First, he spoke with the lions, the self-proclaimed guardians of the city, and learned about their encounter with the Old Man of the Moon. The Old Man of the Moon gave the lions a string of destiny to use to tie the city back together should it start to crumble, but they never had to use it. The lions gave it to Dragon, thinking that they had been holding it all that time until he got there and asked for it.

Evidence:

- "We knew the old man of the moon had given us a string of destiny, one of the very strings he used to bind people together. It was a marvelous gift. While he left us no instructions, we guessed that we were to use it to tie around the city if it looked as if it were to split." (p. 148)
- "That's it! Minli said she needed to get the borrowed line from the Guardians of the City! You're the guardian and that's the borrowed line we need!" (p. 149)
- "And the lion dropped the string into the Dragon's outstretched hand." (p. 149)

KEY QUESTIONS

- What description does the author include to help a reader visualize the lions?
- How do the lions respond to the Dragon? What information does Dragon learn from them?
- Summarize what happened in the short story, "A String of Destiny." How are the events of this story connected to the rest of the chapter? How are they connected to early chapters?
- Why does Grace Lin include "A String of Destiny"?

VOCABULARY

scrutinizing v. to look at something closely

dire adj. very terrible; very urgent

attain v. to accomplish something

reveal v. to make something known

COMMON CORE STANDARDS

CORE STANDARDS

- [RL.4.2](#) – Determine a theme of a story, drama, or poem from details in the text; summarize 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).

SUPPORTING STANDARDS

[L.4.4](#) [L.4.5](#) [RF.4.3](#) [RF.4.4](#) [RL.4.1](#) [RL.4.10](#) [RL.4.4](#) [SL.4.1](#) [W.4.10](#) [W.4.9.a](#)

LESSON 15

4th Grade English Language Arts
Unit 2: Finding Fortune: Where the Mountain Meets the Moon

OBJECTIVE

Explain why Minli feels ashamed and how she is changing.

READINGS AND MATERIALS

- Book: [Where the Mountain Meets the Moon](#) by Grace Lin – Ch. 25–27

TARGET TASK WRITING PROMPT

Read the quote from page 159.

"Minli couldn't quite understand it, and somehow, felt ashamed." Explain why.

How is Minli changing?

Sample Response

Minli begins to feel ashamed because she is thinking of her life in contrast with the life of the orphan Buffalo Boy. She always thought her fortune was very poor, but when she thinks back she remembers all of the love that Ma and Ba have given her. The Buffalo Boy has much less than Minli, yet he is happy with his fortune. She is starting to feel guilty for not appreciating what she had.

Evidence:

- All of paragraph 1 on page 159
- "She kept thinking of Ma and Ba and the orphan Buffalo Boy." (p. 159)
- "The Buffalo Boy did not have that. Instead he had a dirt floor, a pile of grass for his bed, a muddy buffalo, and a secretive friend. Yet he turned away her copper coin and laughed in the sun." (p. 159)

KEY QUESTIONS

- When Ma and Ba first returned from their journey they felt optimistic about Minli's return. Do they still feel that way? Explain why.
- Ba says, "I think, perhaps, the word was faith." Explain why Ba thinks this. What does it mean to have faith in something?
- Both Minli and Dragon think they have the borrowed line. Based on what you know from the story, which borrowed line do you think is the real borrowed line?
- Summarize the key events of Chapter 27.

VOCABULARY

despair *n.* a feeling of no hope

ashamed *adj.* feeling shame or guilt

COMMON CORE STANDARDS

CORE STANDARDS

- [RL.4.2](#) – Determine a theme of a story, drama, or poem from details in the text; summarize 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).

SUPPORTING STANDARDS

[L.4.4](#) [L.4.5](#) [RF.4.3](#) [RF.4.4](#) [RL.4.1](#) [RL.4.10](#) [RL.4.4](#) [SL.4.1](#) [W.4.10](#) [W.4.9.a](#)

LESSON 16

4th Grade English Language Arts

Unit 2: Finding Fortune: Where the Mountain Meets the Moon

OBJECTIVE

Summarize how the girl outsmarted the tiger.

READINGS AND MATERIALS

- Book: [Where the Mountain Meets the Moon](#) by Grace Lin – Ch. 28–31

TARGET TASK

WRITING PROMPT

Summarize how the girl outsmarted the tiger.

Sample Response

Two smart kids tricked Green Tiger into falling into a well. A brother and sister went to Green Tiger as sacrifices from their family, but the sister told Green Tiger that another beast had eaten her brother. The girl infuriated Green Tiger by repeating insults from the other beast. The girl led Green Tiger to a well, where she said the beast was. Green Tiger looked down into the well and saw his own reflection. Because he was such an angry animal, he resented the leering eyes staring back at him. He jumped to attack his enemy and wound up getting trapped in the well.

KEY QUESTIONS

- Read the following details from Chapter 28:
 - "The wind screamed as Ma and Ba ate their dinner."
 - "The tree branches bent in the wind violently, as if being shaken by the sky."
 - "'Do you think Minli is outside in this...!' Ma faltered."
 - "The wind continued to slap the house and trees, the whole earth seemed to shudder at the screeching wind."

What image do the details create? Why?

- The author uses the following descriptions and words to describe the tiger:
 - Blade-like claws
 - Glared like a spoiled child
 - Eyes glowered with malevolence
 - Viciousness of tiger's expression
 - Malicious snarl

What image do the details create? Why?

- How do Dragon's injuries impact Minli? How does this show the reader that Minli is changing?
- What does Minli decide to do to save Dragon? Why is this a difficult decision? Did she make the right decision?
- Summarize the key events of Chapter 30. Include details that describe how the little girl tried to outsmart the tiger. Why does Grace Lin include "The Story the Girl Told the Green Tiger"?
- Summarize the key events of Chapter 31. How does the little girl outsmart the tiger?
- What description does the author include to describe the tiger in Chapter 31? Identify two to three specific words or details and explain what they mean.

VOCABULARY

sacrifice v.	to give up something that means a lot to you in exchange for something else
viciousness n.	the act of being very violent and cruel
malicious adj.	a desire to cause harm to someone
intent adj.	showing focus
outraged v.	to make someone very angry

COMMON CORE STANDARDS

CORE STANDARDS

- **RL.4.2** – Determine a theme of a story, drama, or poem from details in the text; summarize 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).

SUPPORTING STANDARDS

L.4.4 L.4.4.b L.4.5 RF.4.3 RF.4.4 RL.4.1 RL.4.10 RL.4.4 SL.4.1 W.4.10

LESSON 17

4th Grade English Language Arts

Unit 2: Finding Fortune: Where the Mountain Meets the Moon

OBJECTIVE

Explain what Minli might learn from the twins and grandfather.

READINGS AND MATERIALS

- Book: [Where the Mountain Meets the Moon](#) by Grace Lin – Ch. 32–34

TARGET TASK

WRITING PROMPT

The twins nor the grandfather think twice about helping Minli. What does this show us about what they value? How might this influence Minli?

Sample Response

The twins and A-Gong do not hesitate to help Minli or Dragon when they need help. Even when A-Gong realizes her friend is a Dragon, he doesn't hesitate. He does whatever he can to keep the dragon alive, including spending the night by the dragon's side. This shows that they value helping others over helping themselves. Minli is changing to start appreciating what she has and wanting to help others over herself; meeting this family may further influence her to always consider the needs of others first.

Evidence:

- "Take me to your friend quickly. It is lucky I brought the medicine bag with me. Da-Fu, get your blanket and give it to this girl. She is cold." (p. 177)
- "She was grateful for its warmth but even more grateful that the man wanted to help immediately." (p. 178)
- "Da-A-Fu, bring this girl home and tell Amah to take care of her. She has not slept in a warm bed for a long time." (p. 181)

KEY QUESTIONS

- The twins say they used the tiger's anger against him. What does that mean?
- Why did the twins try to defeat the tiger? How did the others feel about it? Why?
- How does grandfather respond when Minli mentioned her hurt friend? What does this show the reader about what grandfather values?
- How does the grandfather respond when he finds Dragon? What does this show the reader about what grandfather values?
- Explain why the village is called the Village of the Moon Rain. Why does Grace Lin include "The Story of the Village of the Moon Rain"?

VOCABULARY

winc v. to have a look on your face for a very short time which shows that you are embarrassed or in pain

protest v. showing strong disagreement or disapproval

COMMON CORE STANDARDS

CORE STANDARDS

- [RL.4.2](#) – Determine a theme of a story, drama, or poem from details in the text; summarize 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).

SUPPORTING STANDARDS

[L.4.4](#) [L.4.4.b](#) [L.4.5](#) [RF.4.3](#) [RF.4.4](#) [RL.4.1](#) [RL.4.10](#) [RL.4.4](#) [SL.4.1](#) [W.4.10](#)

LESSON 18

4th Grade English Language Arts
Unit 2: Finding Fortune: Where the Mountain Meets the Moon

OBJECTIVE

Describe the gift the people of Moon Rain give Minli and why it is an example of true generosity.

READINGS AND MATERIALS

- Book: [Where the Mountain Meets the Moon](#) by Grace Lin – Ch. 35–37

TARGET TASK

WRITING PROMPT

What gift do the people of Moon Rain give Minli? Why is this gift an example of true generosity?

Sample Response

The family all contributes fabric to make Minli a warm coat to wear as she travels up the mountain. They each give a small piece so that Minli will be protected from the elements, and so that they can all feel connected to their guest. This is extraordinary because they do not know Minli at all yet are all willing to give something of their very own in order to help her get back to her family. They are an incredible family who all work together to help others.

KEY QUESTIONS

- Ba begins to question if the fish was actually talking to him. Why? How does this make Ma and Ba feel?
- Read the quote from page 191. "Their laughter intertwined but when they looked at each other, they could see the tears forming were not from joy." Explain the significance of this statement.
- Summarize the story of "The Green Tiger and the Tea." Why does Grace Lin include this story?
- How are the characters and events in the story of "The Green Tiger and the Tea" connected to earlier events?
- Minli learns more than just the story of the Green Tiger while in the village of Moon Rain. What does she learn/realize and why?

VOCABULARY

tormented v. to cause someone or something to feel extreme physical or mental pain

appalled v. caused someone to feel shock, fear, or disgust

taunted v. to say insulting things to someone in order to make them angry

peculiar adj. unusual or strange

COMMON CORE STANDARDS

CORE STANDARDS

- **RL.4.2** – Determine a theme of a story, drama, or poem from details in the text; summarize 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).

SUPPORTING STANDARDS

L.4.4 L.4.4.b L.4.5 RF.4.3 RF.4.4 RL.4.1 RL.4.10 RL.4.4 SL.4.1 W.4.10

LESSON 19

4th Grade English Language Arts

Unit 2: Finding Fortune: Where the Mountain Meets the Moon

OBJECTIVE

Describe what idea Minli puts into action to get the message to the Old Man of the Moon and where the idea came from.

READINGS AND MATERIALS

- Book: [Where the Mountain Meets the Moon](#) by Grace Lin – Ch. 38–39

TARGET TASK

WRITING PROMPT

What idea does Minli put into action in order to get a message to the Old Man of the Moon? How did all the stories and experiences help Minli come up with the idea?

Sample Response

Minli builds a kite using the two borrowed lines, being the string of destiny and the page from the Book of Fortune. Because it is her destiny to reach the Old Man of the Moon, the kite continues all the way up into the sky and eventually reaches the Old Man of the Moon who turns the string into a bridge for Minli to walk up and see him. Minli thought about this idea after hearing the Da-A-Fu's ancestors used a kite to contact the Old Man of the Moon.

Evidence:

- "'The kites brought our wishes up to the Old Man of the Moon and he must have decided that our destinies lay here'" (p. 216)
- "Send a message. Send a message. Dragon's words echoed in Minli's ears and she felt as if she were searching for a match to light a lantern. The wind gusted at her, as if it were trying to tell her something." (p. 218)
- "'I know!' Minli said excitedly. 'We'll do it like your ancestors did!'" (p. 219)

KEY QUESTIONS

- Summarize the story of Da-A-Fu's ancestors. Why does Grace Lin include "The Story of Da-Au-Fu's Ancestors"?
- How does the story of Da-A-Fu's ancestors connect to an earlier story? How/why do you think the village was moved?
- Describe Never-Ending Mountain. What figurative language does Grace Lin include to help a reader better visualize Never-Ending Mountain?
- When Minli suggests Da-A-Fu could ask the Old Man of the Moon how to change their fortune, they laugh. Why?

VOCABULARY

misfortune *n.*

bad luck

tragedy *n.*

a very sad and awful event

brutal *adj.*

violent or harsh

delightful *adj.*

very pleasant

COMMON CORE STANDARDS

CORE STANDARDS

- **RL.4.2** – Determine a theme of a story, drama, or poem from details in the text; summarize 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).

SUPPORTING STANDARDS

L.4.4 L.4.4.b L.4.5 RF.4.3 RF.4.4 RL.4.1 RL.4.10 RL.4.4 SL.4.1 W.4.10

LESSON 20

4th Grade English Language Arts

Unit 2: Finding Fortune: Where the Mountain Meets the Moon

OBJECTIVE

Explain what lesson the Old Man of the Moon is trying to teach Wu Kang and how it connects to Minli's quest for fortune.

READINGS AND MATERIALS

- Book: [Where the Mountain Meets the Moon](#) by Grace Lin – Ch. 40–42

TARGET TASK

WRITING PROMPT

What lesson is the Old Man of the Moon trying to teach Wu Kang? How does this connect to Minli and her quest for fortune?

Sample Response

The Old Man of the Moon hopes to teach Wu Kang that it is important to recognize the value of what you have in your life, not to always be seeking more when you already have a lot. Wu Kang always wanted to have a bigger and better position, never thinking of how his moves would impact his family. He eventually decided to leave the ones he loved in order to attain a big goal of becoming an immortal, or someone who lived forever. When he finally got to the Old Man of the Moon, he still seemed unhappy and not fulfilled with his role. This connects to Minli and her quest for fortune because it reminds me that it's important to see the good things in your immediate surroundings in order to feel happy and fulfilled every day.

Evidence:

- "'the only things for me to teach you' the old man said to Wu Kang as he handed him an axe, 'are the lessons of contentment and patience.'" (p. 243)
- "'but we are happy here together' they said. 'It is not enough.'" (p. 240)
- "most thought Wu Kang was very lucky... but he always wanted more." (p. 239)

KEY QUESTIONS

- Ba tells Ma they are like "the Dragon waiting for a sign of his pearl." After reading the story about Dragon's pearl, explain what Ba means by his statement.
- Summarize "The Story of the Dragon's Pearl". Why does Grace Lin include "The Story of the Dragon's Pearl"?
- Read the quote from page 232. "She spoke without the desire or envy she used to feel when speaking of the wealth of others." Explain the significance of this statement.
- Why does Minli offer to ask the Old Man of the Moon Dragon's question? What does this show about Minli and how she has changed?
- Summarize The Story of Wu Kang. What lesson does the story teach?

VOCABULARY

astonished *adj.* great surprise or wonder

agitated *adj.* bothered by something

contentment *n.* being happy and satisfied

COMMON CORE STANDARDS

CORE STANDARDS

- **RL.4.2** – Determine a theme of a story, drama, or poem from details in the text; summarize 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).

SUPPORTING STANDARDS

L.4.4 L.4.4.b L.4.5 RF.4.3 RF.4.4 RL.4.1 RL.4.10 RL.4.4 SL.4.1 W.4.10

LESSON 21

4th Grade English Language Arts

Unit 2: Finding Fortune: Where the Mountain Meets the Moon

OBJECTIVE

Explain how Ma changes.

READINGS AND MATERIALS

- Book: [Where the Mountain Meets the Moon](#) by Grace Lin – Ch. 43–44

TARGET TASK

WRITING PROMPT

Summarize "The Story that Ma Told." How has Ma changed? What is the significance of the change?

Sample Response

Ma's story shows that she has grown a lot throughout the text. She tells the story of how she used to be so bitter and resentful of not having a fortune: how her house was never big enough, clothes were not posh enough, the food was not exciting enough. These huffs and puffs eventually impacted Minli and made her sneak away in the night to seek fortune to make her Ma happy. Ma realizes that she always had enough, more than enough even, and is just now seeing how lucky she truly was. She apologized to Ba and wants to bring her family back together, realizing that it is the best fortune of all.

- "She was at last able to see that her daughter's laughter and love could not be improved by having the finest clothes or jewels." (p. 254)
- "And it was only then that the woman saw the stupidity of her behavior. For without her daughter, the house became too large and empty, and she was not hungry for the extra rice. As the days passed in loneliness, fear, and worry, the woman cursed herself for her selfishness and foolishness." (p. 254)
- "'I've said it was your fault that Minli ran away and I was wrong. I am to blame.'" (p. 255)

KEY QUESTIONS

- Which question does Minli decide to ask? Why? What has she already learned?
- Summarize "The Story that Ma Told." Why does Grace Lin decide to include this story?

VOCABULARY

expectantly *adv.* to do something knowing that something is going to happen

envy *v.* to want what others have in a jealous way

discontent *n.* unhappiness or disapproval

COMMON CORE STANDARDS

CORE STANDARDS

- **RL.4.2** – Determine a theme of a story, drama, or poem from details in the text; summarize 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).

SUPPORTING STANDARDS

L.4.4 L.4.4.b L.4.5 RF.4.3 RF.4.4 RL.4.1 RL.4.10 RL.4.4 SL.4.1 W.4.10

LESSON 22

4th Grade English Language Arts

Unit 2: Finding Fortune: Where the Mountain Meets the Moon

OBJECTIVE

Explain how Minli came to realize that she already had the best fortune.

READINGS AND MATERIALS

- Book: [Where the Mountain Meets the Moon](#) by Grace Lin – Ch. 45–46

TARGET TASK

WRITING PROMPT

Minli tells Dragon she did not ask her question because she already knew the answer. Explain the significance of this statement and how Minli got to that point.

Sample Response

Minli learned through her journey that a good fortune means finding happiness in everyday things. While she started her quest to find a fortune for Ma and Ba, Minli realized that there is no better fortune than that of having a loving family and appreciating each day with them.

KEY QUESTIONS

- Summarize Dragon and Minli's trip home.
- Why does Dragon begin to act strange? Why does Dragon say he felt like he was home?
- How does Minli feel when she reenters her home? Why?
- (Essential Question Connection) How are people transformed through their relationships with others?

VOCABULARY

joyous *adj.* feeling, causing, or showing great happiness

urge *n.* a strong feeling of wanting something

reluctant *adj.* not eager or willing to do something

COMMON CORE STANDARDS

CORE STANDARDS

- **RL.4.2** – Determine a theme of a story, drama, or poem from details in the text; summarize 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).

SUPPORTING STANDARDS

L.4.4 L.4.4.b L.4.5 RF.4.3 RF.4.4 RL.4.1 RL.4.10 RL.4.4 SL.4.1 W.4.10

LESSON 23

4th Grade English Language Arts
Unit 2: Finding Fortune: Where the Mountain Meets the Moon

OBJECTIVE

Analyze how Minli knew that all of her questions had been answered.

READINGS AND MATERIALS

- Book: [Where the Mountain Meets the Moon](#) by Grace Lin – Ch. 47–48

TARGET TASK WRITING PROMPT

Read the statement from the end of Chapter 47.

"And suddenly, as she thought about her journey to and from Never-Ending Mountain, Minli realized that while she had not asked the Old Man of the Moon any of her questions, they all had been answered."

Explain.

Sample Response

Minli embarks on her quest in search of fortune for her family. Although she does not get to ask the old man of the moon a question, she does discover numerous forms of fortune when she returns home. She has the Dragon's Pearl, which was worth a fortune, a blooming Fruitless Mountain, clean Jade River, and memories of new friends from her adventure. The most important fortune of all was the fact that she was back home with her family. Ba, although excited about the great gains their neighborhood had made thanks to Minli, said the greatest fortune of all was that his daughter had come home. This shows me that the whole family was able to recognize the most important part of their lives is one another.

KEY QUESTIONS

- Close read the following paragraph.

"'Minli? Minli?' Ma and Ba's happiness burst from them like exploding firecrackers and even before she could open her eyes they had flung themselves upon her. The joy! How it flowed and flooded over her! More golden than the king's dragon bracelet, sweeter than a peach from the Queen Mother's garden, and more beautiful than a Goddess of Heaven!"

What figurative language does Grace Lin use in this paragraph? Why? What mood does it create?

- Describe the connection between Dragon and Fruitless Mountain.
- What good fortune do Minli and her family discover? Which of the fortunes is the most valuable of all to Minli and her parents? Why?
- How did the entire village change after Minli's return? Why?
- Summarize what happens when the Goldfish Man returns.

VOCABULARY

affectionate *adj.* feeling or showing love and affection

absentminded *adj.* showing a lack of attention

COMMON CORE STANDARDS

CORE STANDARDS

- **RL.4.2** – Determine a theme of a story, drama, or poem from details in the text; summarize 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).

SUPPORTING STANDARDS

L.4.4 **L.4.4.b** **L.4.5** **RF.4.3** **RF.4.4** **RL.4.1** **RL.4.10** **RL.4.4** **SL.4.1** **W.4.10**

LESSON 24

4th Grade English Language Arts

Unit 2: Finding Fortune: Where the Mountain Meets the Moon

OBJECTIVE

Write a paragraph that describes Minli.

READINGS AND MATERIALS

- Book: [Where the Mountain Meets the Moon](#) by Grace Lin

TARGET TASK

WRITING PROMPT

Write a paragraph that describes Minli.

Your paragraph should include:

- A theory that describes Minli
- A strong topic sentence
- Three to four supporting details
- A concluding sentence

Sample Response

Potential Theories:

- Minli is a person who cares deeply about her family and all those she comes into contact with.
- She is selfless and understands that relationships are the best type of fortune.

COMMON CORE STANDARDS

CORE STANDARDS

- **L.4.1.a** – Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- **L.4.1.f** – Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- **L.4.2.c** – Use a comma before a coordinating conjunction in a compound sentence.
- **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).
- **W.4.1.a** – Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- **W.4.1.b** – Provide reasons that are supported by facts and details.

SUPPORTING STANDARDS

W.4.10 **W.4.4** **W.4.5** **W.4.9.a**

LESSON 25

4th Grade English Language Arts

Unit 2: Finding Fortune: Where the Mountain Meets the Moon

OBJECTIVE

Debate two essential questions using evidence and arguments from the entire unit and personal experience.

READINGS AND MATERIALS

- Book: [Where the Mountain Meets the Moon](#) by Grace Lin

TARGET TASK

DISCUSSION PROMPT

Using details from the entire unit and text, prepare for a class discussion about the following essential questions:

- What does it mean to have good fortune?
- How are people transformed through their relationships with others?

Make sure to identify specific moments from the text to support your answers.

Sample Response

Student responses will vary. Encourage all students to root their explanations in the text.

VOCABULARY

Review all vocabulary from the unit.

COMMON CORE STANDARDS

CORE STANDARDS

- **SL.4.1** – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.4.1.c** – Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **SL.4.2** – Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SUPPORTING STANDARDS

L.4.6 **W.4.10**

LESSON 26

4th Grade English Language Arts

Unit 2: Finding Fortune: Where the Mountain Meets the Moon

OBJECTIVE

Write a persuasive letter from the perspective of one of the characters, asking the reader to agree with your point of view.

READINGS AND MATERIALS

- Book: [Where the Mountain Meets the Moon](#) by Grace Lin
- Rubric: [Grade 4 Literary Analysis and Opinion Writing Rubric](#)
- Template: [Single Paragraph Outline](#)

TARGET TASK

WRITING PROMPT

Throughout the story there are differing viewpoints. In the beginning of the story, Ma thinks stories are a waste of time, but Ba thinks they are not. Jade Dragon thought the people should be punished for not appreciating her, but her children wanted to save the people. These are just a few of the examples in the book that show one point of view contrasted against another.

Choose two characters with differing viewpoints and write a persuasive letter from each character's perspective, asking the reader to agree with their view.

Sample Response

Students can choose whichever set of characters they like. Some potential differing characters are:

Ma vs. Ba

Jade Dragon vs. her children

Old Man of the Moon vs. Magistrate Tiger

Goldfish Man vs. Ma/Ba

Key understandings:

- How to write a persuasive letter
- How to convince the reader of your viewpoint

Dear Reader,

I'm **appalled** that I even have to write this letter. Stories are useless.

First, stories are just that - stories. They don't put food on the table or bring warm clothes for winter. They don't protect your children and your village. They are silly and unimportant.

Also, they are a waste of time. Instead of telling stories, you could be working hard to get the things you need. Remember: Ba's stories have never gotten us anything. You will be **tormented** if you think they will. You'd be a fool to disagree with me.

Sincerely,

Ma

References

Book: [Educator's Guide: Where the Mountain Meets the Moon](#) by Grace Lin

COMMON CORE STANDARDS

CORE STANDARDS

- **SL.4.1** – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **W.4.1** – Write opinion pieces on topics or texts, supporting a point of view with reasons and information
- **W.4.1.a** – Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- **W.4.1.b** – Provide reasons that are supported by facts and details.
- **W.4.1.c** – Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- **W.4.4** – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (*Grade-specific expectations for writing types are defined in standards 1–3 above.*)
- **W.4.5** – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.4.9** – Draw evidence from literary or informational texts to support analysis, reflection, and research.

SUPPORTING STANDARDS

L.4.1.f L.4.2.c L.4.3 L.4.4 L.4.6 SL.4.2 SL.4.3 W.4.10

LESSON 28

4th Grade English Language Arts

Unit 2: Finding Fortune: Where the Mountain Meets the Moon

OBJECTIVE

Write a narrative story that recounts a moment on Minli's journey where things go wrong.

READINGS AND MATERIALS

- Rubric: [Grade 4 Narrative Writing Rubric](#)

TARGET TASK

WRITING PROMPT

Minli often dreams about the ways in which her quest could have gone differently. Pick a moment from *Where the Mountain Meets the Moon* where Minli's quest could have gone in a different direction. Write the dream that Minli has about that moment.

Your story should:

- Be written in third-person point of view
- Have settings and characters from *Where the Mountain Meets the Moon*
- Include Minli's thoughts and feelings
- Use dialogue and description similar to *Where the Mountain Meets the Moon*

Sample Response

"Help me! Help me!" Minli heard a timid voice crying across the river. Minli crept slowly towards the sound. When she was closer she saw a huge dragon wrapped in twine. At first Minli was terrified, but she thought the dragon looked friendly. He had a warm welcoming smile that drew her in.

"Please.... Please... help me..." the dragon said as if he was struggling to breathe. "I'm stuck and I can't get out." Minli looked around her. Where did the dragon come from? Why hasn't anyone else helped the dragon? Minli crept closer to the dragon. Not so close that she could touch him, but close enough that she could get a better look. "Please..." the dragon kept repeating. It sounded like he was close to dying. Minli walked right up to the dragon to see if he was okay. He seemed okay, but what if he wasn't?

"Why should I let you free?" Minli asked the dragon.

"I'm a friendly dragon. I was captured by the monkey's. I need food and water," the dragon stated.

This seemed reasonable to Minli. Everyone she had met so far on the journey had been helpful. Why wouldn't the dragon also be helpful? She decided she would free the dragon.

Minli started to cut, but she was unsure what was about to happen. She knew she had to cut the dragon free, but what if the dragon was tricking her? What if he really couldn't help her?

"You promise you won't hurt me?" Minli asked timidly. She didn't really want to know the answer. The rope was thick and tough, but she was making progress. As she got ready to cut the last bit of rope, she saw a smirk on the dragon's face. "You promise?" she asked again.

"Of course," Dragon replied. "I wouldn't hurt you."

Minli cut the rope. Instantaneously the dragon was on her. "AHHHH!!!" he was yelling and charging right at her. "You silly girl! You shouldn't ever trust anyone!" he snickered as his claw dug into her flesh.

Minli fought with the dragon. He attacked from all sides until he was able to hold her down. His claws were wrapped around her arms. Now Minli was the one who couldn't breathe. She laid there for what seemed like forever. Am I going to die, she thought? Why did I help him?

"Ha, ha," said the dragon. "I tricked you. Did you really think I was going to kill you?"

"No..." Minli replied, trembling all over.

"You have to be careful out here," the dragon commanded. "Never know who you can trust." Then the dragon winked at her and walked away.

COMMON CORE STANDARDS CORE STANDARDS

- **L.4.1.g** – Correctly use frequently confused words (e.g., to, too, two; there, their).
- **L.4.2.b** – Use commas and quotation marks to mark direct speech and quotations from a text.
- **L.4.3** – Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **W.4.3.a** – Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.4.3.b** – Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- **W.4.3.d** – Use concrete words and phrases and sensory details to convey experiences and events precisely.

SUPPORTING STANDARDS

L.4.2.a **L.4.5** **L.4.6** **W.4.10** **W.4.4** **W.4.5** **W.4.6**