

Character Based Literacy Program Lesson Plan

Dragonwings, Introduction



Summary

Dragonwings is a novel about an eight-year-old boy named Moon Shadow who leaves his home in China to join his father Windrider in America. Windrider spends his days doing laundry and nights dreaming of flying. Windrider and Moon Shadow leave the comforts of China Town so that Windrider's dream can become reality. During years that follow Windrider and Moon Shadow must live among the Americans, non-Chinese, in order have his dream become real. After years of building models of planes Windrider completes his plane. His *Dragonwings*. Will Windrider's dream come true? Will Windrider fly?

Content Warnings

On pages 91-97 there is a detailed description of the drug opium and the affects it has on some individuals. It also details where the drug is injected and the feeling of euphoria afterwards. In this reading Black Dog is missing and Windrider finds him at the Opium Den. The Justices are confronting him for his assault of a prostitute. The topic of drug binging and overdosing is sensitive so it would be wise to make sure to read ahead before reading out loud with the class.

Community Connection

Integrity Requires Wholeness. Integrity requires that the way you live your life is life is whole, entire, undivided, sound, coherent and principled. Integrity moves you to do difficult and new things not just easy and accustomed things. The novel ends with Windrider realizing that he cannot have his two loves together: love of flying and his family. He chooses his family.

Class Project Have students research the experiences of another immigrant group in California around the turn of the century, such as the Irish, Germans, Japanese, or Mexicans. Write a comparison between the experiences of that group in California and the Chinese experience as found in *Dragonwings*.

History and Social Studies Reading and Writing Standards 11-12

**These standards will be met throughout the following lessons*

Standards for Reading

RH2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Standards for Writing

WHST2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes.

a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Film Resources

Sorry there are no film resources that match Dragonwings. However there are several documentaries on Chinese immigration:

http://www.pbs.org/becomingamerican/ce_resources3.html

Final Writing Assignment

As a final writing assignment, students will create an Emergency Preparedness document. Your document should include important telephone numbers, local and nearby shelters, and your community evacuation routes. The plan should also include what do with the old and injured and meeting point just in case you get separated from your group or family members. Included in your plan should be a list of items you should always have stowed away in case of a disaster such as first aid kit, water, food, radio and flashlight. Don't forget a plan for meeting parents or children.

Character Based Literacy Program Lesson Plan

Dragonwings, Day 1



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

RL4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a.) Observe hyphenation conventions.

b.) Spell correctly

L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering work or phrases important to comprehension or expression.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What was the T' ang Dynasty?

Their dynasty lasted from 618-907 A.D. Much of their power was made possible through the canals built by the Sui. These canals allowed for communications to all parts of the

empire. Also, the granaries built alongside the canals helped the T'ang to transport goods from the south to the north.

They first compiled the T'ang Code in 624 A.D. This is the first complete Chinese code that still exists. It consists of a continuous scale of penalties that are applied based on both the crime and the degree of relation between the criminal and the offended person.

As the T'ang grew stronger, they sought to extend their borders and push back the groups who made incursions into their territories. The T'ang eventually expanded their empire to include a large area of central Asia all the way into Iran, Manchuria and almost the whole Korean peninsula, and into the Ili valley. The T'ang became the greatest power in Asia

Map of T'ang Dynasty: <http://www.artsmia.org/art-of-asia/history/dynasty-tang.cfm>

Chinese children's games:

http://chineseculture.about.com/library/weekly/topicsub_game.htm

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

demons (1)	lynched (1)	paddies (2)	heirlooms(4)	dowries (9)
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READ

3. Review

Review the timeline from the beginning every day.

As today is Day 1 of *Dragonwings*, look at the front cover and read the back cover of the book. Make some predictions. Where and when does the story take place? What themes might this book focus on, based upon the front cover?

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 1-12

Setting	Characters	Pages
At home in the Middle Kingdom	Mother, Moon Shadow, Grandmother	1-4
The side room in the temple	Mother, Moon Shadow, Grandmother, village schoolmaster	4
The open air of the Middle Kingdom	Mother, Moon Shadow	4-7
Home	Mother, Moon Shadow, Grandmother, Hand Clap	7-12

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Moon Shadow is a young boy living in China, or Middle Kingdom, with his mother. His father has been away for many years, working in America.
- Father left the Middle Kingdom a few months before Moon Shadow was born.

- The people in the Middle Kingdom refer to the people in America as “demons.”
- The people in the Middle Kingdom refer to America as the Golden Mountain.
- Mother refused to talk about the subject of Golden Mountain.
- Wives were not allowed to visit or go to the Golden Mountain with their husbands.
- Mother and Grandmother would go to the temple to have the letters sent by Father read.
- Moon Shadow’s father was a kite maker.
- Mother taught Moon Shadow how to fly the kites Father made.
- Moon Shadow’s cousin came to the house and told Moon Shadow and Mother that Father wanted him to go to America.
- Moon Shadow decides to go to American even after his mother expresses her disapproval.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Create a KWL Chart. Begin filling out everything you know about America and China in the 1900’s.

Map

Get a map of San Francisco and put on wall. You will be asked to locate and label various locations around San Francisco.

Bookmark

Create a bookmark shaped like a kite. On one side of the kite write the word Integrity and the word Moon Shadow. On the other side write the word Integrity and the word Father. As you read in the novel you will write on your bookmark the various ways each character shows integrity.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Bloom Ball

A bloom ball is a paper ball of 12 cut out pentagon shaped circles. On each pentagon shaped circle you will be asked to either draw or write something. At the end of this novel you will 12 pentagon circles that you will later staple or tape together for one really big ball.

Side 1- List the complete title of the book, the authors first and last name. Place your last name and first initial at the bottom.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Where is the land of the Golden Mountain?

2. What are the reasons Moon Shadow gives that explains why he and his mother are not currently living with his father?
3. Who are the “demons” that the author is referring to?
4. Why don’t you think Mother talks about Father or the Golden Mountain?
5. Why do you think the call America the “Golden Mountain”?
6. What are your thoughts regarding why wives cannot go to America? Would you have allowed yourself to be separated from your husband like Moon Shadow’s mother and father or his grandmother and grandfather?
7. How do Father and Wife communicate to each other?
8. How do the Tang people count years differently?
9. How long has Father been gone?
10. Age is differently computed in the Middle Kingdom and that of Americans. How do they differ?
11. The author does a great job describing Mother. In your own words describe Mother and explain how she illustrates integrity to Moon Shadow?
12. In your opinion, do you think if Mother would have talked about Father more that maybe Moon Shadow would not have left with Hand Clap to join his father in America?
13. Do you think Moon Shadow should leave? Why or why not?

9. Analyze Analyze the key paragraph.

Key Passage, p. 5-6

“I failed miserably the first times I tried to fly the kite, but Mother would not let me give up; and eventually I got quick enough and strong enough and smart enough so that my kite would be flying far overhead—so far away that I would lose sight of the string I had attached to the kite, and the kite would seem to be some colored patch of rainbow that was following me about” (p. 5-6).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Not only was Father a kite maker; he was maker of “marvelous” kites. As Mother began to show Moon Shadow how to fly a kite, she instructed him that he need to practice on the “ordinary” ones first and must become wiser before he would be able to fly the elegant ones. She did this so that Moon Shadow could appreciate the art of the kites that his father has made.

Is there anything in your life that you had to learn to appreciate before it became yours; were a part of it, or able to purchase it? For example: practicing hard to make the baseball team, or saving your money to purchase a computer.

Write a paragraph explaining what the item, event, or organization was. Explain why you wanted the item or to be a part of the event, or organization. Did you appreciate it more after you had to work hard for it? Explain what steps you took in order for you to feel like you were ready and now able to appreciate what you were going to purchase or be a part of.

11. Close Close by extending today's lesson to life and the world.

Community Connection

California immigrant groups:

<http://www.calisphere.universityofcalifornia.edu/calcultures/eras/era5.html>

KWL Chart

K What do you know?	W What do you want to know?	L What have you learned?

Character Based Literacy Program Lesson Plan

Dragonwings, Day 2



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RL4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a.) Observe hyphenation conventions.

b.) Spell correctly

L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering work or phrases important to comprehension or expression.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is the history of China town, San Francisco?

The history of San Francisco's Chinatown has been plagued by racism and hatred.

Chinatown first originated in San Francisco with the first immigrants arriving in 1848.

The "Chinese school" was created in 1859 for the Chinese immigrants. They were not permitted to attend any other public school in San Francisco. Only men were allowed to

attend school and would attend from the hours of 10am to 10:30pm. Between 1852 and 1882, many male Chinese laborers arrived to San Francisco in hopes of creating a better life and fulfilling dreams of riches.

Due to little available entertainment for Chinese immigrants, many turned to gambling, lottery houses, prostitution, Opium dens and Chinese Theatre houses. To date, Chinatown in San Francisco is considered a must see tourist attraction. It is currently one of the densest neighborhoods in the nation with 160 people per acre. Seventy-five percent of the population is foreign born. Chinatowns are now located in many cities throughout the United States, usually in large cities some examples including Los Angeles, New York, Philadelphia and San Diego.

<http://www.sanfranciscochinatown.com>

<http://www.u-s-history.com/pages/h2715.html>

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

ornamentation (13)	flaws (19)	betrayed (21)	scrolls (23)	amiably (24)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 13-24

Setting	Characters	Pages
The boat on the way to Golden Mountain	Moon Shadow, Hand Clap, and many other passengers	13-15
The interview room	Moon Shadow and the Interviewers	15-16
Port of San Francisco	Moon Shadow, Hand Clap, Uncle Bright Star, Father, the rest of the Company	16-22
On way to Chinatown	Moon Shadow, Hand Clap, Uncle Bright Star, Father, Tang People, demons	22-24

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Hand Clap and Moon Shadow leave Middle Kingdom, (China), for the Golden Mountain or America at a port in San Francisco.
- Hand Clap prepares Moon Shadow for customs.
- Upon arrival, Moon Shadow is interviewed at length about his arrival. There is much anti-Chinese sentiment.
- Moon Shadow is disappointed that he doesn't see a mountain of gold when he arrives.
- Moon Shadow is united with his father having never seen him before.

- They begin to walk, passing through a tough part of town, known as the Barbary Coast.
- Moon Shadow finally arrives at his new home in Chinatown, San Francisco.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Add to KWL chart.

Map

Locate and label Chinatown and Barbary Coast on your San Francisco map.

Open Mind Portrait

Create Open Mind Portrait of Moon Shadow.

Bookmark

Add to your integrity bookmark.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Scene Sketch

Draw what Moon Shadow first sees as he arrives at the port. Use information described on page 16.

Character Characteristics Chart

Fill out information on each character as they appear in the novel.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. The word “demon” means a variety of things to the Tang people. Give three meanings found in the novel.
2. Do you think they will live up to that name?
3. Have you ever felt like a stranger in a strange land? How so?
4. What advice did Hand Clap give Moon Shadow?
5. Describe the interview process that Moon Shadow went through? What surprised you about the process?
6. Did Moon Shadow see the Golden Mountain when he arrived? Explain.
7. What was Moon Shadow’s first impression of America?
8. How do you feel about the use of the word *demon* in the novel? How does it make you feel?
9. How does the word *classmates* differ from the way we use *classmates*?
10. Describe Hand Clap?
11. Why is Moon Shadow disappointed that there is no Golden Mountain?

12. What do you think Golden Mountain is an analogy for? Why do you think the people of Middle Kingdom, China, kept referring to America as the Land of the Golden Mountain?
13. How do the houses in China Town differ from those in other parts of San Francisco? How does Moon Shadow know he arrived in Chinatown without his father telling him?

9. Analyze Analyze the key paragraph.

Key Passage, p. 13

“And that was that. I won’t go through the tearful good-byes or the boat ride on the river to Canton, the port city, or the first few days on the demon boat. I was young and I was homesick and I was frightened...” (p. 13).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Moon Shadow has decided to leave the only home he knows with a family that has raised him feed him and loved him. His destination: San Francisco to stay with a father he has never met and a place where he does not know the language.

Explain how you would feel if you were eight and were on your way to a new country where you didn’t know the land, the language, the people, and you were meeting your dad or mother for the first time?

11. Close Close by extending today’s lesson to life and the world.

Community Connection

California Immigrant groups

<http://www.calisphere.universityofcalifornia.edu/calcultures/eras/era5.html>

Name:

Character Characteristics Chart

Character	Character Traits
Moon Shadow	
Hand Clap	
Uncle Bright Star	
White Deer	
Lefty	
Black Dog	

Character Based Literacy Program Lesson Plan

Dragonwings, Day 3



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

RL4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a.) Observe hyphenation conventions.

b.) Spell correctly

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What are Queues?

The queue was a specific male hairstyle worn by the Manchus from central Manchuria and later imposed on the Chinese in China. The hairstyle consisted of the hair on the front of the head being shaved off above the temples and the rest of the hair braided into a long ponytail or queue. The hairstyle was compulsory on all males. Penalty for not

having it was execution as it was considered treason. In the early 1910s, after the fall of the Qing dynasty, the Chinese no longer had to wear it.

Chinese Women's clothing:

<http://www.chinahush.com/2010/10/04/from-1900-to-2010-variation-of-chinese-woman-fashion/>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

vendors (24)	nimbly (25)	washbasin (25)	rebellion (32)	rainment (34)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 24 (last paragraph)-39

Setting	Characters	Pages
Inside the Company of the Peach Orchard Vow	Moon Shadow, Hand Clap, Uncle Bright Star, Windrider, and Lefty	24-29
At Dinner	Moon Shadow, Hand Clap, Uncle Bright Star, Windrider, White Deer and Lefty	29-39

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Moon Show finally arrives at his new home in Chinatown, San Francisco.
- At dinner the crew makes several toasts and then they eat.
- After dinner, each of the members of the house gives Moon Shadow a gift.
- After everyone has given Moon Shadow a welcoming gift, Father gives him a kite.
- Suddenly a raucous arises outside of the house. Then a brick flies through the window.
- When the excitement dies down, and the angry demon have moved on, Moon Shadow follows Windrider to his new bedroom.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Add to KWL chart.

Open Mind Portrait

Add to OMP of Moon Shadow.

Bookmark

Add to integrity bookmark.

EXPLORE**7. Activity** Explore the reading more deeply with a visual or oral language activity.**Poem or Quote Poster**

Write your favorite saying or quote on a white piece of paper. Use colors, and shapes to help create a beautiful poster. When you're done, place the white paper on long rectangular red paper.

Open Mind Portrait

Create OMP of Windrider.

8. Discussion Ask discussion questions of all 9 types (see Day 1).**Key Questions**

1. Describe Chinatown through the eyes of Moon Shadow.
2. Who are the brotherhoods?
3. What happened to the women that arrived in Chinatown or San Francisco?
4. Why is that only men sold items on the street?
5. What are the three virtues of the Stranger? Why are they important? Why do you think Laurence Yep made a point to put in the novel?
6. Who and what is the Company?
7. What gift did Moon Shadow receive from his father? Why is it significant?
8. "*They gave you things for your body, I gave you things for your something for your soul.*" What type of person is Windrider?
9. How is the Tang custom of marriage different from ours?
10. Describe how Black Dog's name relates to his personality and character?
11. What happened after dinner? How would you have reacted?

9. Analyze Analyze the key paragraph**Key Passage, p. 23**

"Suddenly, I felt as if I had come home. I can see the town Tang people even now in the late afternoon sun—not as it is now, full of souvenir shops and neon signs, but as it was then. The houses and the stores had all the right colors and shapes, for they had been built not by demons, but by Tang people. It looked much like the streets in Canton, the city in the Middle Kingdom from which I had sailed. The roofs of the buildings here were tiled and arched, and the walls, windows, and doorways were in gold or red or green..." (p. 23).

EXTEND**10. Write** Have each student write a short product based on today's prompt to connect to the unit theme.

The “Land of the Golden Mountain” was not what Moon Shadow expected. The land was brown not golden and full of people that appeared to be full of hatred. An invisible line separates the Tang people from the “demon” people.

Imagine you are Moon Shadow and write a letter to your mother informing her about the new land. Explain to her what she would see if she were to visit. Write one or two paragraphs explaining how American appears thru the eyes of Moon Shadow.

11. Close Close by extending today’s lesson to life and the world.

Community Connection

California Immigration

http://www.ppic.org/main/publication_show.asp?i=258

Character Based Literacy Program Lesson Plan

Dragonwings, Day 4



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research

RL4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a.) Observe hyphenation conventions.

b.) Spell correctly

L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering work or phrases important to comprehension or expression.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is reincarnation?

Reincarnation is the belief that when people die, some part of themselves lives on in another person or organism. The soul survives physical death and is reborn into a new physical life; passing of the soul from one body to the next. It is believed that our souls

never really die. It is merely that we change our physical form, forgetting who we once were.

In today's reading Windrider tells Moon Shadow how he got his name. While telling the story to his son, it is revealed that Windrider was once a dragon in his previous life. However, due to his horrendous behavior, after his death he was reborn as a mortal.

Library of Congress; Chinese immigration:

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/chinimms/>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

surge (46)	pillowed (46)	knelt (47)	transparent (51)	poultice (51)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 40-54 (top of page. Stop before "Do not scratch.")

Setting	Characters	Pages
Moon Shadows bedroom	Moon Shadow, Windrider, and the Dragon King	40-49
On the Beach of Sapphires	Windrider, Dragon King	49-54

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Every Tang man has multiple names through out his life: Birth name, Coming of Age name.
- Moon Shadow is afraid of all the machines in Windrider's bedroom.
- Windrider and Moon Shadow realize they don't know how to be father and son but are willing to learn together.
- Once inside, Windrider tells Moon Shadow the story of how he came to aid the Dragon King and how he came to be called Windrider.
- According to Dragon King, Windrider committed a crime and was punished into being a mortal.
- Windrider was once a phenomenal healer.
- Windrider is asked to heal a wound on the Dragon King.
- Windrider asks if he can be a dragon again and is told that he will have to remain among the humans until he can pass all the tests to rejoin the dragons.
- In return, the Dragon King presents Windrider with a set of wings.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Add to KWL chart.

Open Mind Portrait

Add to OMP of Moon Shadow. Add to OMP of Windrider.

Bookmark

Add to integrity bookmark.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Scene Sketch

Draw the Dragon King as described on page 46-47.

Postcard

Create a post card. On one side draw Windrider and the Dragon King flying together. On the other list five tests or five traits of a Superior Man that you think Windrider will have to pass or possess in order to return to the land of the dragons.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What are some thoughts about the fact that Tang men can have more than one name given to them at birth? Would you like to have multiple names?
2. As you are coming of age and entering a new chapter in your life what name would you give yourself and why?
3. Retell the story of how Windrider received his name.
4. What did Windrider do in his previous life?
5. What did Windrider do to cause him to leave his previous life and enter the mortal life?
6. Are there similarities of Windrider's previous life to his mortal life? How so?
7. What is a "softskin"? Why might the Dragon King view "softskins" as being inferior?

9. Analyze Analyze the key paragraph.

Key Passage, p. 49

"Then, in one of your playful moods, you grew as large as the world and tried to blow out the fires in the sun by fanning your wings. For that great crime, your head was cut off and you were reborn among the softskins. And among them you must remain until you prove yourself worthy once again of being a dragon" (p. 49).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Windrider was once a superior dragon that had the ability to heal the sick and great physician of all the dragons but got big headed or over confident and was beheaded for his crimes. Windrider was caught cheating at dice, criticizing beautiful poems and made terrible puns. As a result he lost everything he loved was killed just to be reborn into the mortal world.

Write and explain a situation where you were overconfident and the results ended badly or not the way you wanted. Explain what you could have done different and what was the outcome. Use details to explain the situation.

11. Close Close by extending today's lesson to life and the world.

Community Connection

Chinese Immigration Library of Congress:

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/chinimms/>

Best Websites for Immigration:

<http://www.besthistorysites.net/index.php/american-history/immigration>

Character Based Literacy Program Lesson Plan

Dragonwings, Day 5



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

RL2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build one another to produce a complex account; provide an objective summary of the text.

RL10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a.) Observe hyphenation conventions.

b.) Spell correctly

L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering work or phrases important to comprehension or expression.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is Opium?

Opium is a bitter, yellowish-brown, strongly addictive narcotic drug prepared from the dried juice of unripe pods of the opium poppy. Opium contains morphine, opiate alkaloid and codeine.

As long ago as 100 AD, opium had been used as a folk medicine, taken with a beverage or swallowed as a solid. It was not until the middle of the 17th century, when opium smoking was introduced into China, did any serious addiction problems arise. During the 18th century opium addiction was so serious there that the Chinese made many attempts to prohibit opium cultivation and opium trade with Western countries. At the same time opium made its way to Europe and North America, where addiction grew out of its prevalent use as a painkiller.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

iridescently (55)	lullaby (59)	knickknack (61)	rheumatic (62)	deliberate (65)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 54-68 (Stop before “Like many Tang men”)

Setting	Characters	Pages
On the Beach of Sapphires	Windrider, Dragon King	54-55
Through the air towards home	Windrider, Dragon King	55-57
Dragons Kingdom	Windrider, Dragon King	58-60
The bedroom	Moon Shadow, Lefty, Windrider	60-62
In the Company	Moon Shadow, Windrider, Uncle, Lefty, White Deer, and Hand Clap	63-65
Outside the Company	Moon Shadow, Windrider, and the demons	65-67

RESPOND

5. Timeline

Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

Students might mention:

- Windrider is given wings to fly from Dragon King.
- Windrider and Dragon King fly back to the Dragon Kingdom.
- Dragon King asks Windrider if he wanted to talk to his wife from a magical jewel. Windrider’s says no regretfully.
- Windrider returns to the mortal world.
- Back in Moon Shadow’s room, it is late. Uncle is still awake and he gives Moon Shadow a carving of the Monkey King.
- The Company includes Moon Shadow and they all begin to operate as a team.
- During the day, Moon Shadow helps out around the house, has conversations with Father and Uncle to help with English, and go on deliveries with Father.
- At the end of the day he would go to the Tang school to learn about Tang culture.
- At night, he does his chores. Moon Shadow works 16-hour days.

- Wind Show begins to go on delivers with his father, Red Rabbit the horse, to the demon land and is frightened.
- Windrider calmed the nerves of Moon Shadow by explaining to him that they are watch over by the Old Ones.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Add to KWL chart.

Open Mind Portrait

Add to OMP of Moon Shadow. Add to OMP of Windrider

Bookmark

Add to integrity bookmark.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Plot Profile Chart

Using the reading for the last few days create a plot profile chart of the main events to date. Scale them 1-10 regarding level of importance to the story.

Craft

Make a kite using paper and string. Decorating it with shapes, colors, quotes, saying, and pictures that best describe the type of person you are.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How was Windrider able to fly with the wings Dragon King gave him?
2. Describe the Lord's thrown?
3. If you were about to speak to anyone, dead or alive, just once who would it be and why?
4. How do the others respond to Windrider's incident?
5. What does the quote "*Then we must both be as dragons can be and must not try to put out the sun*"?
6. Why do you think Moon Shadow didn't tell anyone about who carved him the Monkey King?
7. How do the people in the Company treat Moon Shadow?
8. What does an average day look like for Moon Shadow?
9. Why doesn't Moon Shadow go to school during the day?
10. What did Moon Shadow study while in attending Tang school?
11. If you speak another language, do you find it odd weird that the English language only has 26 characteristics?

9. Analyze Analyze the key paragraph.

Key Passage, p. 60

“But finally, it was time for me to return to the mortal world. It was reluctantly that the Lord said good-bye to me and added, ‘We will save a place at the banquet table for you. You will be eating with us soon, though, if you just remember to watch for the tests and hold to the dragon-ness within that softskin body. Now fare you well” (p. 60).

EXTEND**10. Write** Have each student write a short product based on today’s prompt to connect to the unit theme.

Many times in this book, Windrider must make hard decisions. Always, he tries to imagine what the Dragon would do.

Write about a paragraph or two about a time when your integrity was tested—when you had to really consider what the right thing to do was before you acted. Explain the situation. What was the result of your actions? Explain how you felt about the results of your choice or choices?

11. Close Close by extending today’s lesson to life and the world.

Community Connection

California Immigration Facts sheet:

http://www.ppic.org/content/pubs/jtf/JTF_ImmigrantsJTF.pdf

3g6 Plot Profile Chart

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity	Description									
Event	1	2	3	4	5	6	7	8	9	10

Character Based Literacy Program Lesson Plan

Dragonwings, Day 6



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

SL4. Present information, findings, and evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL5. Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence and to add interest.

L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a.) Observe hyphenation conventions.

b.) Spell correctly

L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering work or phrases important to comprehension or expression.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Who were the Wright brothers?

Wilbur and Orville Wright were the first Americans that invented and built the world's first successful airplane in 1903. Although not the first to build and fly experimental aircraft, the Wright brothers were the first to invent aircraft controls that made fixed-wing

powered flight possible. Brothers Orville and Wilbur Wright built and flew the first airplane in human history.

The brothers were engineers and tinkers who founded the Wright Cycle Company in Dayton, Ohio in 1892. While the bicycle business sustained them, they began to experiment with kites, gliders and other flying machines, always with an eye to creating a powered machine that could carry a man aloft. Their first successful flight, with Orville at the controls, took place at Kitty Hawk, North Carolina on 17 December 1903. The plane covered 120 feet in about 12 seconds; a short flight, but enough to make history. Others had flown in balloons and gliders, but the Wrights' creation was the first in a manned, motor-powered, heavier-than-air craft.

<http://www.nasm.si.edu/wrightbrothers/#1903>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

hitching post (69)	mournful (70)	reins (72)	intuitive (72)	loftily (80)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 68-82 (top of page)

Setting	Characters	Pages
Outside the Company	Windrider, Moon Shadow, and the demons	68-67
In the Demon part of the City	Windrider, Moon Shadow, Mr. Alger	67-75
The Company	Windrider, Moon Shadow, Uncle, Melon Head	75-82

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- During the day, Moon Shadow goes to Mandarin and English speaking schools and also helps at the company. At night, he does his chores.
- Moon Shadow helps his father on deliveries using Red Rabbit, the horse.
- On one delivery outing, they encounter a demon named Mr. Alger.
- Windrider helps Mr. Alger by fixing his car. Mr. Alger is very grateful and gives Windrider his business card.
- In school, Moon Shadow has learned enough to write to his mother and Grandmother in Mandarin.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Add to KWL chart.

Open Mind Portrait

Add to OMP of Moon Shadow. Add to OMP of Windrider.

Bookmark

Add to integrity bookmark.

EXPLORE**7. Activity** Explore the reading more deeply with a visual or oral language activity.**Advertisement**

Create an Advertisement for the Company Laundry Service. Prepare the ad as a magazine ad with an emphasis on visuals. Or do it as a billboard, TV ad, radio ad, etc.

8. Discussion Ask discussion questions of all 9 types (see Day 1).**Key Questions**

1. How does Father respond to Moon Shadow's fears of the new world?
2. How is Windrider at being a father?
3. What does an average day look like for Moon Shadow?
4. How does Windrider come to receive Mr. Alger's business card? Do you think Windrider will ever call on Mr. Alger?
5. What is the "superior man"?
6. Is Mr. Alger a "demon?" Is he a "Superior Man?" Why or why not?

9. Analyze Analyze the key paragraph.**Key Passage, p. 75**

"I leaned forward eagerly. 'Do you think that was the Dragon in disguise? Do you think it was a test?'

Father gave my queue a friendly tweak. 'You're too ready to find tests everywhere.' He grinned. 'Why can't he just be a demon?'" (p. 75).

EXTEND**10. Write** Have each student write a short product based on today's prompt to connect to the unit theme.

Moon Shadow thinks that every demon they encounter is a Tang in disguise testing Windrider. Have you ever been in a situation where you thought your integrity was being tested and weren't sure why? Or maybe you have been in a situation and felt that you were being tested to choose between right and wrong.

In a paragraph write about a time where you felt that your integrity was called into question. Explain the situation and the outcome.

11. Close Close by extending today's lesson to life and the world.**Community Connection**

Name: _____

Advertisement

Materials:

- Large piece of construction paper, 9x12, 12x18, or 18x24
- Markers, crayons, pens, pencils, colored pencils
- Scissors, hole punches, construction paper, yarn, and glue sticks

Directions: Create an **Advertising Poster**, using the appropriate materials, to convince and persuade your clients. Find an important item, activity, job or service from the story for which you could make an advertisement.

Requirements: Provide a title, visuals, a slogan, and a one-to-two sentence persuasive statement explaining the positive aspects of your advertisement.

Examples:

Review the following examples. Think of one advertising idea for each area below from the story you are now reading. Then, fill in the blanks with one idea for each area.

Items:

- A Classic Car – *East Side Dreams*
- Boxing Gloves, etc. – *The Contender*
- _____

Services:

- Legal Services – Atticus Finch, *To Kill a Mockingbird*
- Fortune Telling – Soothsayer, *Julius Caesar*
- _____

Activities:

- Join a Quidditch Team – *Harry Potter*
- Collect Money for the Poor – *A Christmas Carol*
- _____

Jobs:

- Ranch Hands – *Of Mice and Men*
- Sailors – *Ulysses*
- _____

-OVER-

Step 1: Decide on one of your advertising ideas. Write it below.

Step 2: Brainstorm possible ideas for your main theme, what you want to convince the public. You could create a slogan, a rhyme, or a catchy phrase. List 2 key words or phrases around which you could construct your theme.

Step 3: Brainstorm possible reasons the advertisement would benefit your clients. List two of them below.

Step 4: Brainstorm possible ideas for graphics, drawings, pictures, images, etc. you could use to help persuade the public. List two of them below.

Step 5: Write rough drafts of all of your text. Proofread these as needed, and then revise and edit.

Step 6: Layout your text and graphics. Arrange and rearrange these until you have them placed where you want them.

Step 7: Put your advertising poster together. Add any additional artwork, highlights, or details to finish your project.

Character Based Literacy Program Lesson Plan

Dragonwings, Day 7



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

RL4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering work or phrases important to comprehension or expression.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is Drug Addiction?

Drug addiction is dependence on a street drug or a medication. However, a physical dependence on a substance (needing the drug to function) is not always part of the definition of addiction. Some drugs (for example, certain blood pressure medications) do not cause addiction but they can cause physical dependence. When you're addicted, you may not be able to control your drug use and you may continue using the drug

despite the harm it causes. Drug addiction can cause an intense craving for the drug. You may want to quit, but most people find they can't do it on their own. Drug addiction can cause serious, long-term consequences that include problems with physical and mental health, relationships, employment and the law.

<http://www.mayoclinic.com/health/drug-addiction/ds00183>

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

sternest (82)	evaporated (85)	binge (87)	chided (88)	compensation (96)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 82-97

Setting	Characters	Pages
Inside the Company building	Windrider, Uncle, White Deer, Moon Shadow, and Lefty	81-91
Outside an Opium	Windrider, Moon Shadow, two Justices, Blackdog	91-97

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Uncle and Dad argue about the virtues and vices of flying.
- Black Dog has been missing for ten days- on an opium binge.
- The argument turns to whether or not everyone ought to go out and look for him, despite the dangers of darkness.
- It is decided that they will go, and Windrider and Moon Shadow go out together to visit some Opium Dens.
- They find Black Dog as he is about to be killed by two justices for having beaten up and stolen from a prostitute.
- Windrider saves him by whistling like the police.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Add to KWL chart.

Open Mind Portrait

Add to OMP of Moon Shadow. Add to OMP of Windrider.

Bookmark

Add to integrity bookmark.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Bloom Ball: Acrostic Poem

Use the name of a person, place or thing from the story to create acrostic poem.

Postcard

Write a letter to Moon Shadow Mom, as if you are Moon Shadow, and tell her what you have been up to in America. Make sure to use detail and examples from the reading to paint a clear picture.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why do you think Uncle is so upset about the demons flying machines?
2. In your opinion why do you think Uncle would be willing to tell the demons that Windrider lied if Windrider brought over his wife?
3. Is Uncle justified for his reasons for not wanting Windrider's wife to come over to America? Explain
4. Is Uncle taking out his anger regarding Black Dog on Windrider?
5. Where did they find Black Dog?
6. What does it mean that each Brotherhood had its own territory?
7. Who are the Justices? What is their role?
8. How does Windrider manage to scare off the Tang Justices?
9. Would you have gone to look for Black Dog? Is that what a Superior Man would do?

9. Analyze Analyze the key paragraph.

Key Passage, p. 83

"We got a paper saying that I was a partner in the store and owned a thousand *dollars* worth of property: but that was only for the demons. I actually don't have a share in the store.

'But you could bring Mother over with that piece of paper.'

Uncle cleared his throat. He did not like what he had to say. 'Not while I'm the head of this Company. I'd go to the demons and tell them that the paper was a lie.'

'But if the demons knew that Father wasn't a real partner in the store, they might send me home as well,' I said. 'And maybe the demons would even send Father back home because he lied'" (p. 83).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

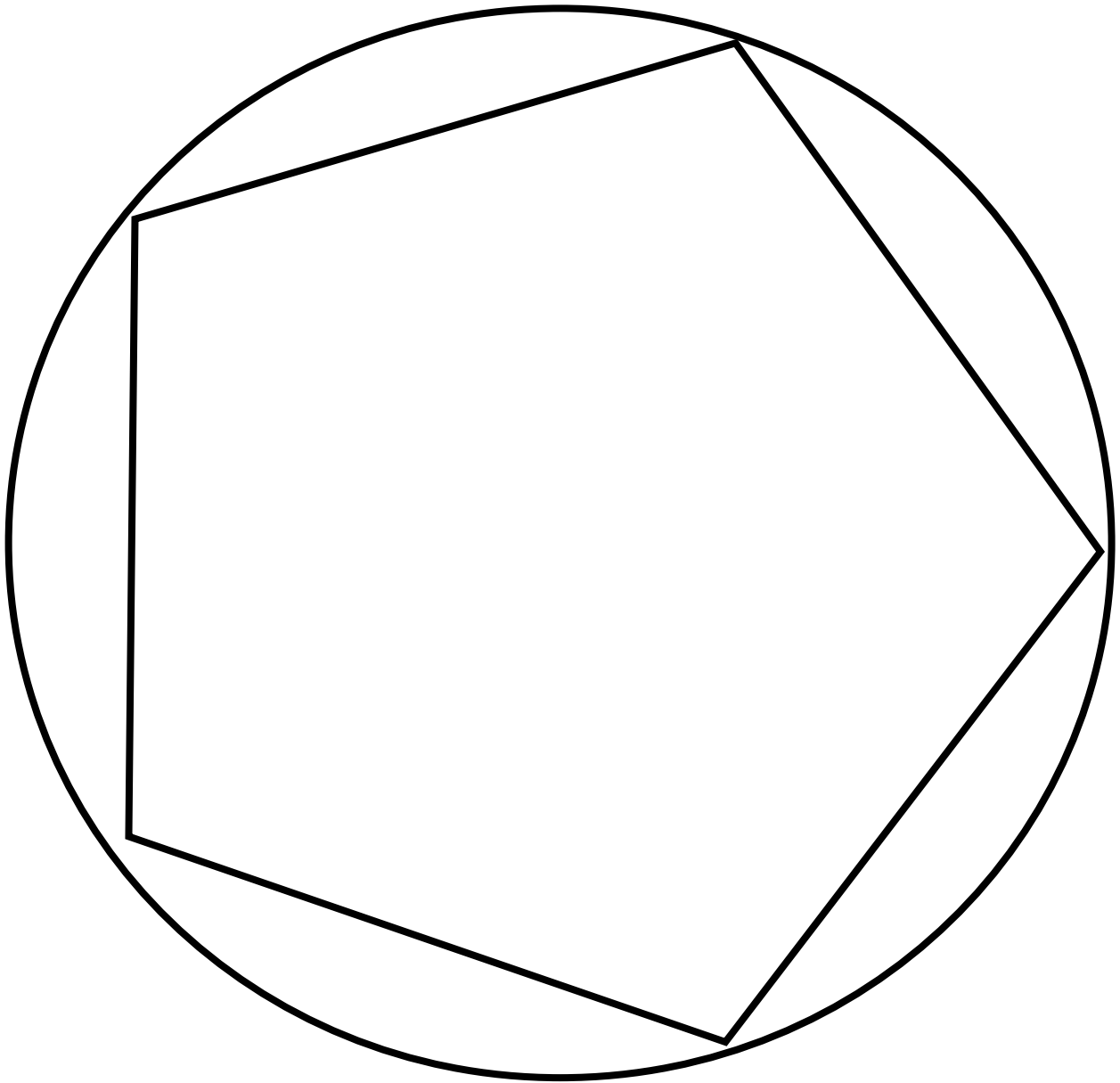
In today's reading Moon Shadow finds out that Father lied in order to bring him over. Moon Shadow wants Father to bring Mother over using the same paper. Uncle

doesn't want Windrider to bring his wife over and tells him that if he tries to bring his wife over that he will tell the demons Father lied.

Is it ever ok to lie? Windrider lies in order to bring his son over. Is there ever a *good* reason to lie? Write a paragraph explaining whether or not you think there is ever a good reason to lie? Is a *good* lie a show of integrity or lack of integrity? Explain why or why not.

11. Close Close by extending today's lesson to life and the world.

Community Connection



Character Based Literacy Program Lesson Plan

Dragonwings, Day 8



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

RL2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build one another to produce a complex account; provide an objective summary of the text.

RL4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a.) Observe hyphenation conventions.

b.) Spell correctly

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is Justice?

Justice is the concept of moral rightness based on ethics, rationality, law, natural law, religion, and fairness. Justice as a divine law is commanding, and indeed the whole of morality, is the authoritative command.

In today's reading Black Dog beats up Moon Shadow and steals the money that he is carrying. The Company wants to let the Sleepers deal with the crime and Windrider wants to let the Demons deal with it. Windrider is not happy with the direction that the Company is leaning regarding Black Dog and feels that for justice to happen that he must be the one to take of Black Dog himself.

<http://dictionary.reference.com/browse/justice?jss=1>

Immigration:

http://www.goldenventuremovie.com/Chinese_Immigration.htm

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

abacus (98)	reform (99)	repulsive (102)	mealy-mouthed (104)	hatchet (111)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 98-112 (stop before "I counted to ten...")

Setting	Characters	Pages
Inside the Company building	Uncle, Windrider, Lefty, Hand Clap, White Deer, Moon Shadow, and Black Dog	98-100
Making the rounds inside the Tang People's city	Moon Shadow and Black Dog	100-105
Inside the Company	Moon Shadow, Windrider, Uncle, White Deer, Lefty	105-109
Bedroom	Moon Shadow, Windrider, Lefty	109-112

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- After saving Black Dog from the Justices, the Company argues over whose responsibility it will be to pay off the justices who will inevitable come looking for Black Dog.
- Black Dog does well for a while, but relapses.
- One day, while Moon Shadow is collecting money for the Company, Black Dog attacks him and steals the money.
- Windrider, against everyone's will, goes after Black Dog.
- Moon Shadow follows Windrider.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Add to KWL chart.

Open Mind Portrait

Add to OMP of Windrider.

Bookmark

Add to integrity bookmark.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Cubing

Answer who, what, when, where, why as you complete the cubing exercise.

Plot Profile Chart

Pick 5 events that you think have been significant in the story so far. Decide on a scale on 1(low) to 10(high) how intense you think this event is, and mark your score in the appropriate box.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Do you think Blackdog learned his lesson?
2. Explain what you think the author meant when he wrote "Maybe when he had first begun to take dope, he had just mean to get a way from his conflicts; but after awhile, taking dope had become an end in itself," Means.
3. How long has Moon Shadow been in the United States?
4. Retell Blackdog's version on how opium arrived in Tang/Middle Kingdom?
5. If Black Dog is so miserable why don't you think he doesn't return to his home in the Middle Kingdom?
6. What is Moon Shadow's reaction to Black Dog beating him up?
7. How were the Virtues of the stranger significant in today's reading?
8. Where do you think Windrider going in the middle of the night?

9. Analyze Analyze the key paragraph.

Key Passage, p. 108

"If you won't go to the demons, there's only one other way to make sure that justice is done,' Father said. 'And that's to do it myself.' There was something about his posture and the look of his eye that reminded me of dragons. All the others in the room could feel it, too.

Then I realized that to be a dragon meant more than just taking an interest in the magic of machines. It was also to live by the spirit of dragons, and Father felt that no dragon would let such as act go unpunished.

'Dragons,' Father went on, 'protect their own brood'" (p. 108).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Windrider is deeply distressed by the behavior of Black Dog towards his son. He feels that the Company should go to the Demons police and file a complaint. The Company wants to keep in the "family" and allow the Sleepers to take care of Black Dog.

Write a paragraph in which you write a letter to Windrider explaining how it is important to have integrity in such difficult situations. Explain in the letter that integrity requires him to do difficult and new things not just easy and accustomed things.

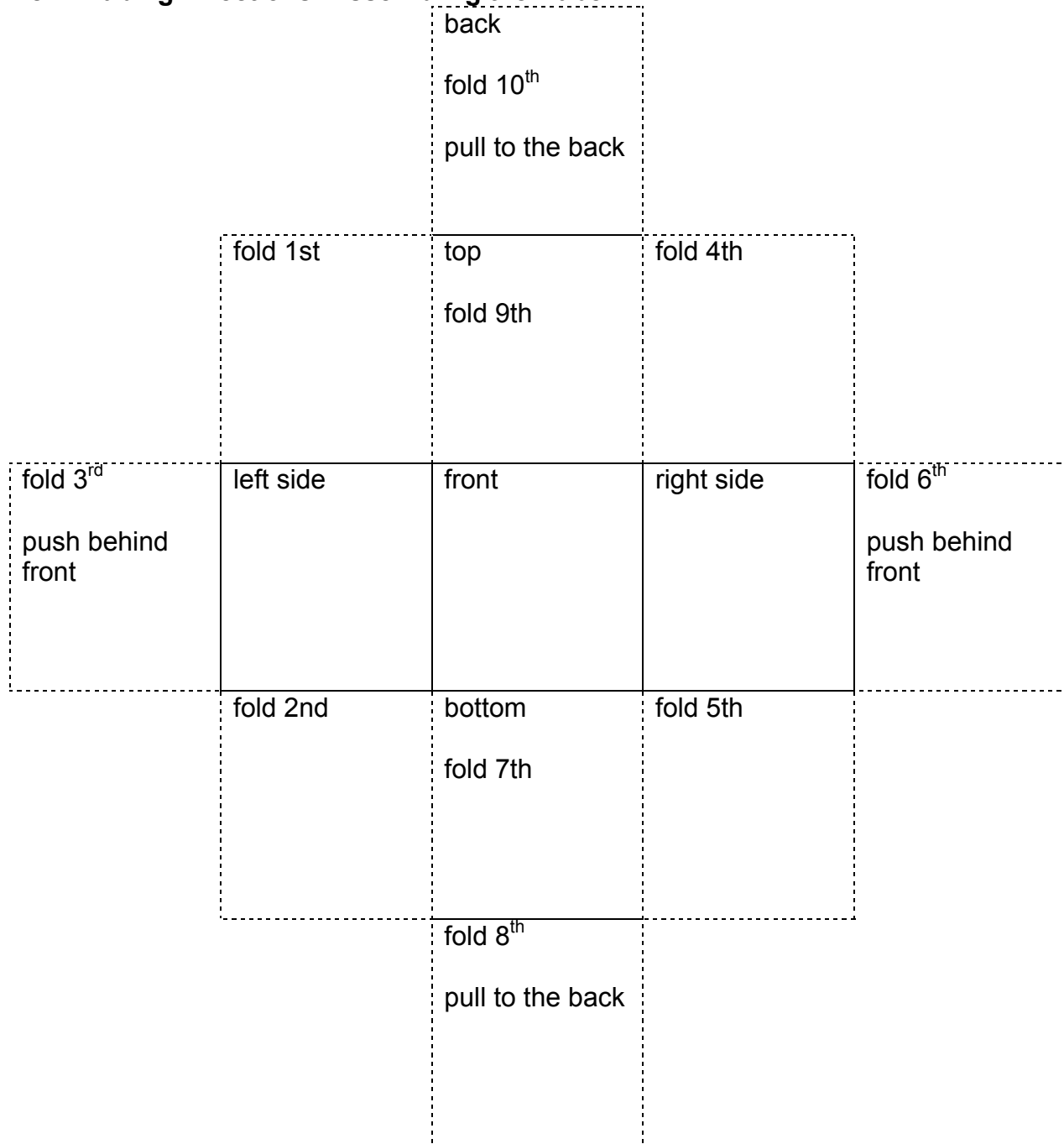
11. Close Close by extending today's lesson to life and the world.

Community Connection

10c12 Cubing Biography

Who is person? Date of birth? Death?		
Where did this person grow up?		
What relationships did this person have?	What did this person do?	What was this person like?
Why is this person important?		

2c12 Cubing Directions: Assembling the Cube



3g6 Plot Profile Chart

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity	Description									
Event	1	2	3	4	5	6	7	8	9	10

Character Based Literacy Program Lesson Plan

Dragonwings, Day 9



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

RL4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build one another to produce a complex account; provide an objective summary of the text.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a.) Observe hyphenation conventions.

b.) Spell correctly

L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering work or phrases important to comprehension or expression.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is Manslaughter?

Manslaughter is the unjustifiable, inexcusable, and intentional killing of a human being without deliberation, premeditation, and malice. It is the unlawful killing of a human

being without any deliberation, which may be involuntary, in the commission of a lawful act without due caution and circumspection. The penalty for manslaughter is imprisonment. The precise term of years depends upon the applicable statute.

<http://legal-dictionary.thefreedictionary.com/manslaughter>

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

kinsman (113)	astonishment (115)	panting (115)	prodded (116)	disobedience (116)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 112-122

Setting	Characters	Pages
Dupont St.	Windrider, Tiger General, Moon Shadow, Black Dog, and a man in the shadows	112-116
In front of the Brotherhood house	Tiger General, Windrider, Black Dog, the dead man, and Moon Shadow	116-117
Inside the Company building	Windrider, Moon Shadow, Uncle, White Deer, and Hand Clap	117-122

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Windrider, against, everyone's will, goes after Black Dog.
- Windrider finds Black Dog at the Brotherhood house.
- Windrider and Black Dog begin to fight.
- A strange man tries to shoot Father and Moon Shadows throws himself at the man.
- The strange man knocks Windrider on his back and aims his gun at him.
- Windrider kills the strange man, a member of the brotherhood, and has to leave town.
- The Tiger General kicks him out of the Brotherhood.
- The Tiger General tells Windrider that he will need to get out of town for some time in order to avoid being the victim of revenge.
- Windrider goes to see Mr. Alger about work and finds housing with a demoness.
- The Company sees Windrider and Moon Shadow off to the demon part of town and gives them presents.
- Hand Clap leaves with Moon Shadow and Windrider to the demon land and their new home.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Add to KWL chart.

Open Mind Portrait

Add to OMP of Moon Shadow. Add to OMP of Windrider.

Bookmark

Add to integrity bookmark.

Map

Locate and label DuPont Street on your map.

EXPLORE**7. Activity** Explore the reading more deeply with a visual or oral language activity.**Bloom Ball**

Describe the Black Dog main character of the story. Include both physical and behavioral characteristics in your description.

Plot Profile Chart

You will continue with yesterdays, Plot Profile Chart. You will complete the chart by picking an additional 5 events that you think have been significant in the story so far. Decide on a scale on 1(low) to 10(high) how intense you think this event is, and mark your score in the appropriate box.

Newspaper Activity

Use construction paper to create the front page (one side only) of a newspaper. Pick out a name of your newspaper. Today, you are the first reporter on the scene where a brutal murder seems to have taken place last night. Write an introduction that opens with the facts. Include further details in the body. Conclude by speculating what may have happened and what will likely happen next in this investigation.

Directions: Use construction paper to create the front page (one side only) of a newspaper. Use markers, colored construction paper, colored pencils, pictures, drawing, graphics and/or photographs. Be creative by using a variety of media.

- Make up a name for your newspaper.
- Add an appropriate date and editor, your name.
- Write 3 headlines about 3 important events from the novel.
- For each headline, write the beginning of each article (2 sentences).
- Include 1 drawing, cartoon, or picture for each of the 3 articles with appropriate captions.
- Add other parts of a newspaper e.g. an editorial, letters to the editor, weather chart, sports events, cartoons, etc.

Evaluation:

- Neatness/Presentation
- Accuracy in spelling and grammar
- Creativity (variety of ideas/media)

- Relevancy to the time period and to the topic
- Completion of all parts of the newspaper

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why did father go to the Brotherhood building?
2. In your opinion was it wise for Moon Shadow to go with Windrider to look for Black Dog?
3. In your opinion did Moon Shadow save Windrider's life or was he the reason Windrider must leave town? Explain your answer.
4. Do you think it is a good idea for Windrider and Moon Shadow to leave the Tang town or do you think they should see if Uncle could pay off the Brotherhood?
5. Where are Moon Shadow and Windrider going to live?
6. What did Father meant when he said "*I feel like I've just woken form some long dream. I can follow the dragon's ways better among the demons than among the Tang people*"?
7. What was significant about Uncles gift to Windrider?
8. How is the title of this chapter fitting to the events in this chapter?

9. Analyze Analyze the key paragraph.

Key Passage, p. 119

"I feel like I've just woken form some long dream. I can follow the dragon's ways better among the demons than among the Tang people" (p. 119).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Windrider must now live among the demons but appears to not mind. He is not as worried about living among his enemies as the people in the Company. Have you felt that you belonged someplace else then your current position?

Write a paragraph detailing a time where you believed you didn't fit in someplace? Explain how it made you feel. Explain what you did about it. Do you still feel that way? If so, explain what you could do to fix the situation.

11. Close Close by extending today's lesson to life and the world.

Community Connection

Name: _____

Newspaper Title

Date: **Editor (Your Name):**

Directions: Fill out the boxes below to brainstorm ideas. Write your sentences and ideas in rough draft form so that you can edit and revise.

Headline	Headline	Headline
Sentence #1	Sentence #1	Sentence #1
Sentence #2	Sentence #2	Sentence #2
Graphic with Caption	Graphic with Caption	Graphic with Caption

Character Based Literacy Program Lesson Plan

Dragonwings, Day 10



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RL4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering work or phrases important to comprehension or expression.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What does it mean to begin again?

Beginning is not only a kind of action. It is also a frame of mind, a kind of work, an attitude, and a consciousness. ~ Edward Said

Windrider and Moon Shadow must end their life among the Tang people and begin another among the Demon people. For some it is a scary thing to leave what is comfortable and safe to what is unknown and uncertain. Windrider and Moon Shadow

begin the next chapters in their lives living among the Demon people. Vincent De Paul has a quote that reads, *"All beginnings are somewhat strange; but we must have patience, and little by little, we shall find things, which at first were obscure, becoming clearer."* Windrider and Moon Shadows are in a strange place but what seems like a foreign land may be the only true home they find.

Chinese Immigration:

<http://www.archives.gov/research/chinese-americans/guide.html>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

tenement houses (123)	cobblestone (124)	turret (125)	methodical (127)	dung (133)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 123-134

Setting	Characters	Pages
On Polk St.	Windrider, Moon Shadow, and Hand Clap	123-128
The Barn	Windrider and Moon Shadow	128-130
Inside the Victorian	Wind Rider, Moon Shadow, Miss Whitlaw	130-134

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Windrider and Moon Shadow arrive at their new home on Polk Street.
- Windrider, Moon Shadow and Hand Clap have a hard time saying good-bye.
- After getting settled, Moon Shadow and Windrider go upstairs to meet their new landlady, Miss Whitlaw.
- They presented Miss Whitlaw with a present of the Stove King.
- Miss Whitlaw presented Gingerbread cookies and milk to Windrider and Moon Shadow.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Add to KWL chart.

Open Mind Portrait

Add to OMP of Windrider. Add to OMP of Moon Shadow.

Bookmark

Add to integrity bookmark.

Map

Locate and label Polk Street on map.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Create an OMP of Miss Whitlaw.

Character Profile Chart

Create Character Profile Chart for Windrider.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Describe what Moon Shadow saw as they arrived to their new home?
2. How is Polk Street different than China Town?
3. What do you think will happen to Windrider and Moon Shadow now that they are living in the Demon part of town?
4. How do you think Moon Shadow is feeling, moving away from the Company and away from the Tang part of town?
5. In your opinion, why is it important to make a good first impression?
6. Why did Moon Shadow and Windrider present Miss Whitlaw a picture of the Stove King?
7. In your opinion, knowing the time period why do you think Miss Whitlaw agreed to have Moon Shadow and Windrider stay with her?
8. How do you think Moon Shadow and Windrider will do in their new surroundings without the support of the Brotherhood?
9. Describe Miss Whitlaw.

9. Analyze Analyze the key paragraph.

Key Passage, p. 134

“Father and the demoness talked politely about the neighborhood—where was the best place to shop for what. The demoness seemed genuinely to want to help us, and I began to think that she was one of the good demons. I looked about her kitchen—curiosity got the better of politeness. When I finally finished looking around her kitchen, I realized I had gone through four more of the cookies” (p. 134).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Moon Shadow was hesitant regarding meeting new demons that different than Windrider. Moon Shadow has never seen a demon up close and personal until he

meets Miss Whitlaw. Miss Whitlaw and Moon Shadow have only their first impression to decide whether or not they believe the other is good character. Moon Shadow decides that Miss Whitlaw is of good character and genuinely wants to help them.

Have you ever encountered a person like Miss Whitlaw, different from you in every way, and yet sees you as a person not as someone that is different than them? Write a paragraph explaining why you think it is important not to judge people based on your differences but on their similarities. Make sure to include a time where you were judged by the color of your skin and not what is on the inside. Explain how it made you feel. Use that example to aid in your answer.

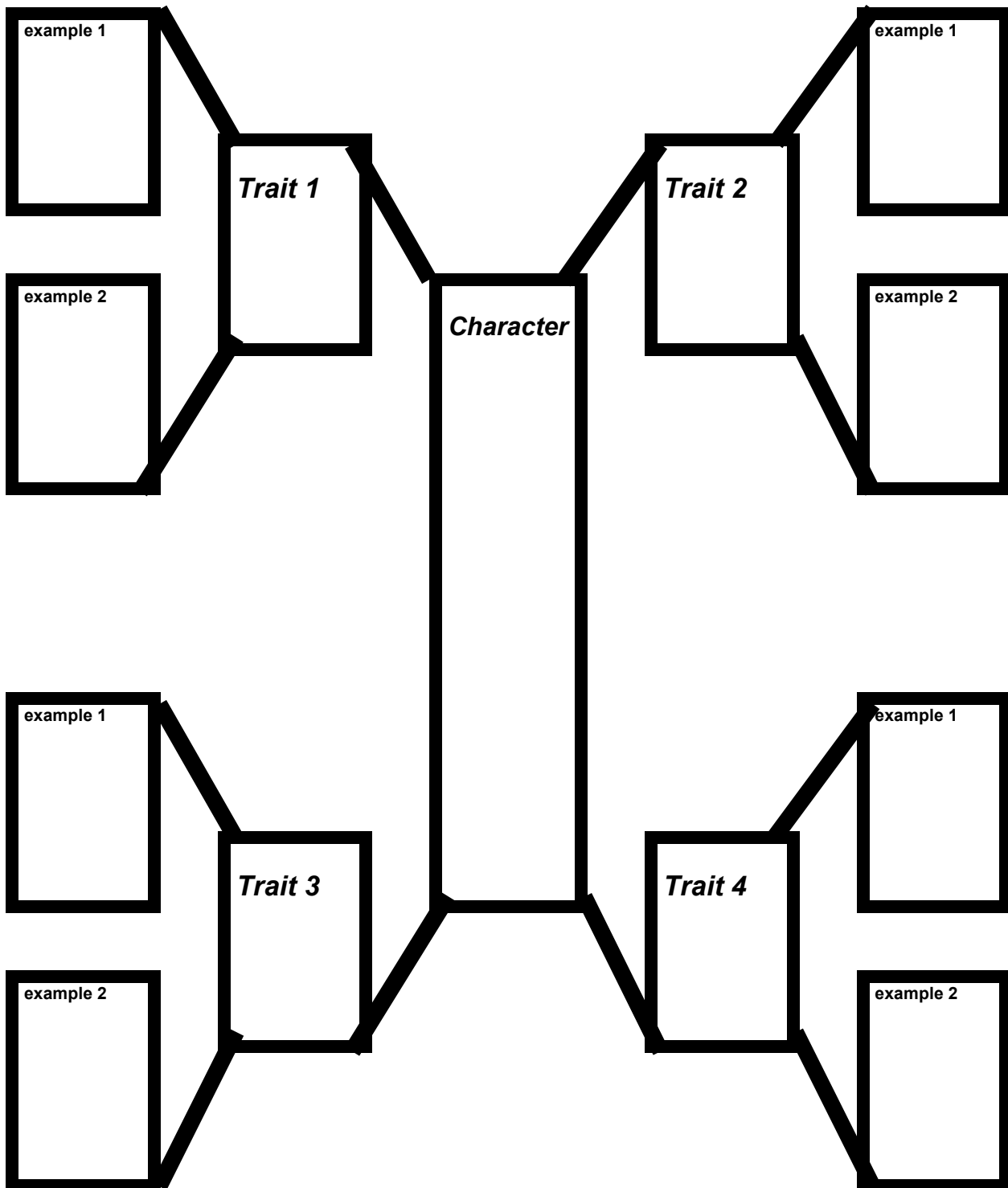
11. Close Close by extending today's lesson to life and the world.

Community Connection

California Immigration:

http://www.eduplace.com/ss/socsci/ca/books/bkd/ilessons/ils_gr4_ca_u1_c08_l1.pdf

4g6 Character Profile Chart



Character Based Literacy Program Lesson Plan

Dragonwings, Day 11



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RL2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build one another to produce a complex account; provide an objective summary of the text.

RL4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering work or phrases important to comprehension or expression.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is reincarnation?

Reincarnation is the belief that when one dies, one's body decomposes but something of oneself is reborn in another body. It is the belief that one has lived before and will live again in another body after death. The bodies one passes in and out of need not be human. One may have been a Doberman in a past life, and one may be a mite or a carrot in a future life. Some tribes avoid eating certain animals because they believe

that the souls of their ancestors dwell in those animals. A man could even become his own daughter by dying before she is born and then entering her body at birth.

In today's reading Moon Shadow thinks Miss Whitlaw may have been previously born a Tang woman because of her gentleness and spirit.

<http://www.skeptdic.com/reincarn.html>

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

apologetic (135)	fetches (138)	antiquated (140)	amber (148)	patronizing (149)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 135-149

Setting	Characters	Pages
Inside the Whitlaw's house	Windrider, Moon Shadow, Miss Whitlaw, Robin	135-143
The Stable or Barn	Windrider and Moon Shadow	143-146
In Miss Whitlaw's Kitchen	Moon Shadow, Miss Whitlaw	146-149

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- While having tea at the kitchen table, Moon Shadow and Windrider meet Robin, Miss Whitlaw's niece.
- They all go into the living room, where Moon Shadow realizes that the Whitlaw's know stories about dragons as well. They look at pictures and talk.
- Through May and June, the stable becomes a fix-it shop, and Moon Shadow focuses on his studies with his father.
- Every day, Moon Shadow is allowed a half-hour of free time. He uses it to visit the Whitlaws.
- Often, Papa has to come over to get him.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Add to KWL chart.

Open Mind Portrait

Add to OMP of Windrider. Add to OMP of Moon Shadow.

Bookmark

Add to integrity bookmark.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Bloom Ball

In writing, describe one setting (time/location/weather condition of story)

Scene Sketch

Sketch the scene on pg. 138-139 of the dragon in the stain glass window of Miss Whitlaw's home. What colors are used? What does Miss Whitlaw believe about dragons? Use details described to create your sketch

Venn Diagram

Compare and Contrast the different opinions regarding dragons from the perspective of Moon Shadow and Miss Whitlaw.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How do you know when Windrider or Moon Shadow are speaking Chinese and when they are speaking English?
2. What is Miss Whitlaw's niece's name? Do you think she and Moon Shadow will become friends?
3. What is the significance of Windrider going by Mr. Lee to Miss Whitlaw and not his Tang name?
4. Why do you think Mr. Lee lied to Miss Whitlaw about the conversation between father and son regarding dinosaurs?
5. What reasons does Moon Shadow give for thinking Miss Whitlaw was a Tang woman in a previous life?
6. How is daily life similar and different for Moon Shadow on Polk Street?
7. In your opinion why is Moon Shadow so insistent on telling Miss Whitlaw about *their* dragons?

9. Analyze Analyze the key paragraph.

Key Passage, p. 149

"A dragon do terrible thing, yes," I said, struggling for the right words. 'But dragon, they do good thing too. Bring rain for crops. They king among all...all reptile. They emperor of all animal'" (p. 149).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Moon Shadow is shocked to learn that Miss Whitlaw thinks that dragons eat people and destroy towns. Moon Shadow has decided he is going to educate Miss Whitlaw about the "true" identity of dragons and explain to Miss Whitlaw that not all dragons are bad.

Have you ever felt the need to change a person's perspective of something or someone? Write a paragraph describing a time where you wanted to change someone else's thoughts about a person. Explain why it was so important for you to change their mind. How did you convince him/her/them? Were you successful? Explain how did you felt afterward?

11. Close Close by extending today's lesson to life and the world.

Community Connection

Character Based Literacy Program Lesson Plan

Dragonwings, Day 12



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

RL4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL5. Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence and to add interest.

L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering work or phrases important to comprehension or expression

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Who is E. Nesbit?

Edith Nesbit was an English author and poet whose children's works were published under the name of E. Nesbit. She wrote or collaborated on over 60 books of fiction for children, several of which have been adapted for film and television. Her most famous novels include *The Story of the Treasure-Seekers* (1899), *The Wouldbegoods* (1901), *Five Children and It* (1902), *The Phoenix and the Carpet* (1904), *The New Treasurer-*

Seekers (1904), The Railway Children (1906) and The Enchanted Castle (1907). A collection of her political poetry, Ballads and Lyrics of Socialism, was published in 1908.

In today's reading, Robin shares her love of books and favorite authors with Moon Shadow. With Miss Whitlaw's help, Robin teaches Moon Shadow to read and write English.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

boarders (150)	boycott (151)	mockingly (152)	hooky (153)	wingspan (10)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 150-163 (bottom of page)

Setting	Characters	Pages
Kitchen of Miss Whitlaw's	Miss Whitlaw, Moon Shadow, Mr. Lee	150
In front of Miss Whitlaw's house	Demon kids and Moon Shadow	151-153
Inside the stables	Windrider, Moon Shadow,	153-154
By the water pump	Moon Shadow, Robin, Miss Whitlaw	154-156
An open sand dune	Windrider, Moon Shadow, and Robin	157-159
Back at the stable	Windrider, Moon Shadow, and Robin	159-163

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Moon Shadow gets teased and ambushed in front of the Victorian while taking out the trash. He begins to hide inside the stables.
- Robin coaxes him out and they become friends around the water pump.
- Robin accompanies Moon Shadow and Windrider on the first clear day to try flying a new model plane.
- Moon Shadow shares his flight books with Robin. Robin shares her books with Moon Shadow and offers to teach him to read in English.
- Miss Whitlaw and Robin begin to teach Moon Shadow how to read and write English.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Add to KWL chart.

Open Mind Portrait

Add to OMP of Windrider. Add to OMP of Moon Shadow

Bookmark

Add to integrity bookmark.

Map

Locate and label Sand Dunes in San Francisco.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

Scene Sketch

Sketch a glider plane. How big will you draw it? What colors are used? What will you name it? Design your own airplane, using graph paper. Go to <http://www.amazingpaperairplanes.com/FoldingALCM.html> and follow the directions and build the plane suggested. Have a paper airplane-building contest. Use only regular copy paper. Judge for distance, acrobatics, and aesthetics.

8. Discussion

Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How are the Lee's being treated in the demon territory?
2. What happens to Moon Shadow when he takes out the garbage?
3. Why do you think it was important for Moon Shadow to stand and allow the demon boys to throw trash and stones at him? How would you have reacted?
4. Why is Moon Shadow afraid to leave the stables in the middle of the night?
5. Why does Robin think Moon Shadow is afraid of the pump?
6. Describe the relationship between father and son?
7. How are Moon Shadow and Windrider able to understand the knowledge in the aeronautical books if they understand little of the English language?
8. What books does Moon Shadow use to begin to learn to read English?

9. Analyze

Analyze the key paragraph.

Key Passage, p. 148-149

"Another thing to say for the demoness was her genuine interest in learning about people as people. Where some idiot like myself would have been smug and patronizing, the demoness really wanted to learn. And like father, she was not afraid to talk to me like an equal. *'I don't think I understand'*" (p. 148-149).

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

Even though Miss Whitlaw has grown up with the idea that dragons are bad and eat people she is open minded to what Moon Shadow has to say to her about dragons.

Are you an open minded or closed-minded person? Can anyone change your perspective about a certain issue or subject? Write a paragraph explaining why you think it is important to be open-minded. Use examples to support your reasoning.

11. Close Close by extending today's lesson to life and the world.

Community Connection

Character Based Literacy Program Lesson Plan

Dragonwings, Day 13



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

RL2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build one another to produce a complex account; provide an objective summary of the text.

RL4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

SL4. Present information, findings, and evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a.) Observe hyphenation conventions.

b.) Spell correctly

L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering work or phrases important to comprehension or expression.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is a glider plane?



A glider is an unpowered aircraft. An airplane without a motor. Gliders are amazing and graceful machines, and are about as close as humans can get to soaring like birds.

In today's reading, Windrider creates a five foot long wingspan glider. He has made smaller models but with the help of the advice from the Wright Brothers he had a created a larger one. It was the way for Windrider to learn how airplanes flew. The only way to learn how to fly is to keep trying to create airplanes or gliders that flew.

<http://www.howstuffworks.com/glider.htm>

For video of a glider plane go to

<http://www.fotosearch.com/RLF232/rel-ffs016sr-121/>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

whopper (164)	halting (165)	propeller (165)	ambition (166)	correspondence (171)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 163-175 (top of page)

Setting	Characters	Pages
The Whitlaw's	Moon Shadow, Robin, and Miss Whitlaw	163-167
The Stable	Moon Shadow and Windrider	167-168
Miss Whitlaw's Kitchen	Moon Shadow, Miss Whitlaw,	169
The stable	Moon Shadow and Windrider	169-172
Ocean Beach	Moon Shadow, Robin, Miss Whitlaw, and Windrider	172-174

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The lessons begin daily for Moon Shadow. Robin and Miss Whitlaw help teach Moon Shadow to read and write.
- Miss Whitlaw and Robin even help Moon Shadow write a letter to the Wright Brothers.
- Orville Wright wrote back.

- Windrider is angry to find out that Moon Shadow has written to them and that Miss Whitlaw knows about his dream.
- Moon Shadow is upset and goes to talk to Miss Whitlaw about the argument
- Windrider is no longer upset but appreciative of the letter that Moon Shadow has written and happy that the Wright Brothers wrote back.
- The Wright Brothers and Mr. Lee began corresponding with each other.
- One day, the Lees and the Whitlows go on a picnic together at Ocean Beach.
- They fly the glider model plane.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Add to KWL chart.

Open Mind Portrait

Add to OMP of Windrider. Add to OMP of Moon Shadow.

Bookmark

Add to integrity bookmark.

Map

Locate and label Ocean Beach and Seal Rock in San Francisco.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

T-Chart

Create a list of similarities and differences between the Lee and Whitlaw.

Plot Storyboard

Recreate the story so far by using pictures. Under each picture write a heading that describes that picture. Draw at least 5 pictures but no more than 10.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How did Moon Shadow learn to read and write English? Do you think Windrider will learn?
2. Why do you think Windrider is initially angry with Moon Shadow for having written to the Wright Brothers?
3. Do you think it was a good idea that Moon Shadow wrote the letter to the Wright brothers? Would you have written them a letter? Why or why not.
4. Why do you think Windrider is so fascinated by airplanes?
5. Describe the friendship between Robin and Moon Shadow.

9. Analyze Analyze the key paragraph.

Key Passage, p. 158

“Then he turned the glider over in his hands. I took some more scraps of paper with clean backs out of his pocket. It was my turn to take notes (and also get some writing practice in demonic). ‘*It need more wing surface,*’ Father mused. And he went into a lot of jargon about *center of gravity* and *wing configuration*” (p. 158).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Windrider has a passion about flying, science and aeronautical books. His passion has become an obsession for him. He works and read only to improve his understanding of how airplanes are able to fly like kites.

Write a paragraph about Windrider explaining his love for model airplanes. Provide an introduction, a body and a conclusion. Use the five W’s and consider the following questions. Where does Windrider’s love for flying come from? How did he get his name? How does he know so much about airplanes when he has never flown? What sources has he used to gain information? Do you think he will ever actually fly?

11. Close Close by extending today’s lesson to life and the world.

Community Connection

Brief History of American Response to Immigration:

http://www.idexer.com/articles/immigration_response.htm

Character Based Literacy Program Lesson Plan

Dragonwings, Day 14



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RL2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build one another to produce a complex account; provide an objective summary of the text.

RL4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a.) Observe hyphenation conventions.

b.) Spell correctly

L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering work or phrases important to comprehension or expression.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What are cable cars?

Cable cars are a manually operated car system located in San Francisco. It will take people up and down the streets of San Francisco, stopping at designated stop points on

the way. The very first successful cable-operated street railway was the Clay Street Hill Railroad.

The driver of a cable car is known as the *gripman*. This is a highly skilled job, requiring the gripman to smoothly operate the grip lever to grip and release the cable, release the grip at certain points in order to coast the vehicle over crossing cables or places where the cable does not follow the tracks, and to anticipate well in advance possible collisions with other traffic that may not understand the limitations of a cable car.



2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

obediently (175)	taut (175)	hamper (177)	greedy (179)	constellations (186)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 175-188

Setting	Characters	Pages
Ocean Beach	Moon Shadow, Robin, Miss Whitlaw, and Windrider	175-179
Into the T'ang People's town	Moon Shadow	179-180
Near the stable	Moon Shadow and Robin	180-183
In front of the Victorian	Moon Shadow, Jack, Robin and the other demon boys	183-185
The back yard	Moon Shadow, Robin, Miss Whitlaw, and Windrider	185-188

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The Whitlaws and the Lee's spend the day at the beach flying the glider plane all day.
- Everyone enjoys it so much that Windrider makes each their own scaled down version of the plane.
- Moon Shadow is still scared to leave the stable when the demon boys are around.
- Robin tells Moon Shadow a secret regarding a weakness the leader of the demon boys has.
- Moon Shadow gets in a fight with the Jack, the bully.
- Moon Shadow successfully defends himself against Jack the Demon bully.
- The Lees and the Whitlaws spend a nice evening gazing at the stars together.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Add to KWL chart.

Open Mind Portrait

Add to OMP of Windrider. Add to OMP of Moon Shadow.

Bookmark

Add to integrity bookmark.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Character Profile Chart

Create a character profile chart of Miss Whitlaw.

Bloom Ball

Draw a conflict from the story and label it by type and kind.

External—struggle with force outside one's self

Internal—struggle within ones' self

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Describe the day at the beach for the Lee's and the Whitlaws.
2. In your opinion, why did Mr. Lee attach the poem to the glider?
3. What do you think is Mr. Lee's dream?
4. Do you think he will be able to make his dream come true? Why or why not?
5. How is Robin unlike the girls that Moon Shadow has met before?
6. What influence has Robin and Moon Shadow had on each other?
7. Do you think that Moon Shadow had a right to provoke a fight with Jack?
Explain.
8. Retell the story of the Spinning Maid.
9. How was Miss Whitlaw able to distract Mr. Lee from being sad?
10. Do you think the title, Earth, Wind, and Water is a fitting title for this chapter?
Explain.

9. Analyze Analyze the key paragraph.

Key Passage, p. 182

"Robin stood at the steps. She heard the shrill voices of the boys and suddenly she nodded her head as if she understood. I did not want to be patronized.

'Well, why don't you go fly your glider?' I demanded.

'Oh, I don't know,' she said airily. 'It's a little too late to do it. I guess I should get dinner ready, too.' She kicked me lightly. 'Curse you for being a good influence on me'" (p. 182).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Robin and Moon Shadow have been spending a lot of time with each other, each learning the other's mannerisms, behavior, and personality. Moon Shadow does not have to tell Robin that he is scared to go outside, yet she understands why when she hears the voices of the boys.

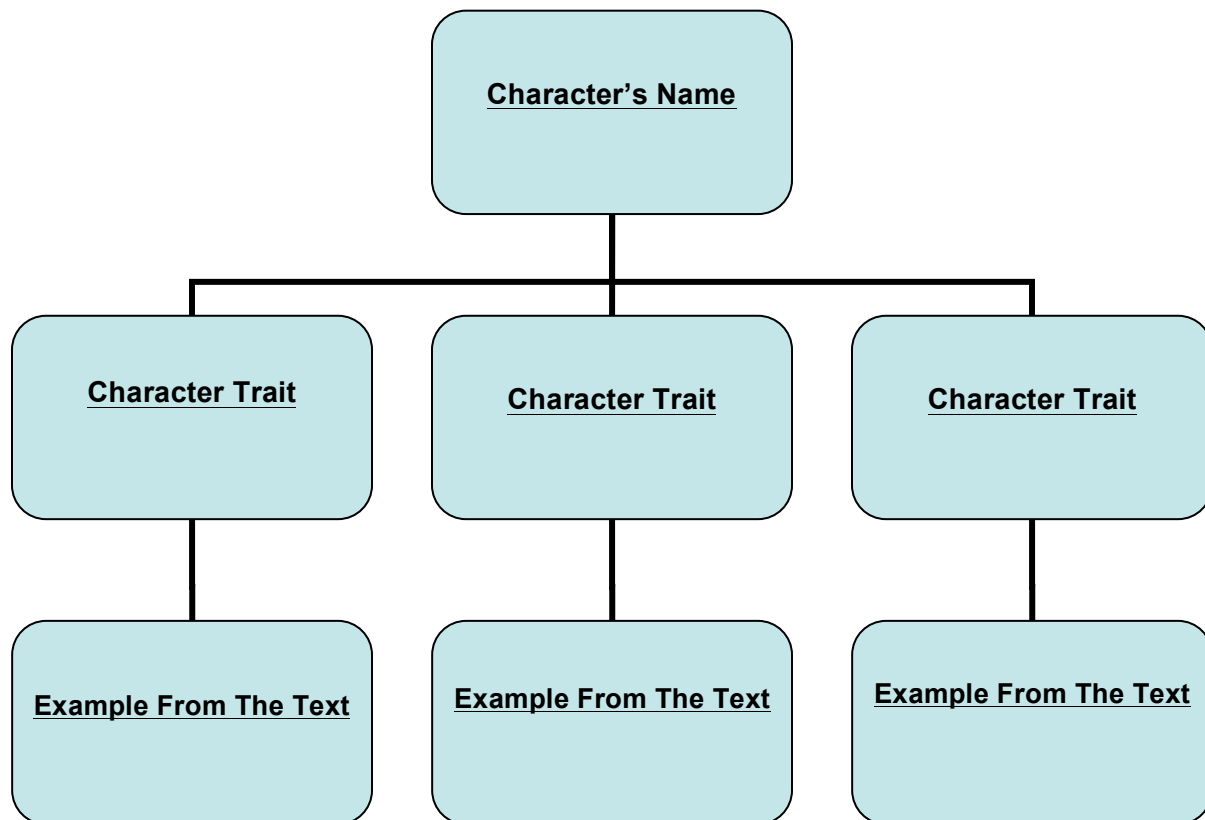
Write a paragraph explaining how Robin amplifies the word integrity. What difficult thing did she do? Give three examples in which Robin has shown integrity in the novel.

11. Close Close by extending today's lesson to life and the world.

Community Connection

Name: _____

Character Profile Chart



Character Profile Chart Instructions

1. Write the name of the character in the box at the top of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase, and then write them down in the 4 boxes below the character's name.
3. For each trait, find 1 concrete example from the story. Write each example in the box below each trait box.

Character Based Literacy Program Lesson Plan

Dragonwings, Day 15



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

RL4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a.) Observe hyphenation conventions.

b.) Spell correctly

L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering work or phrases important to comprehension or expression.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What was the San Francisco Earthquake of 1906?

The California earthquake of April 18, 1906 ranks as one of the most significant earthquakes of all time. At about 5:12 a.m., local time, a foreshock occurred with sufficient force to be felt widely throughout the San Francisco Bay area. The great

earthquake broke loose some 20 to 25 seconds later, with an epicenter near San Francisco. Violent shocks punctuated the strong shaking which lasted some 45 to 60 seconds. The earthquake was felt from southern Oregon to south of Los Angeles and inland as far as central Nevada. This earthquake is remembered most for the fire it spawned in San Francisco.

For a virtual account of the San Francisco Earthquake and be able to see actual articles, pictures and accounts go the link below.

<http://www.sfmuseum.org/1906/06.html>

<http://earthquake.usgs.gov/regional/nca/1906/18april/index.php>

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

monopolized (190)	somber (192)	prosperous (195)	twilight (196)	debris (198)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 189-202

Setting	Characters	Pages
The stables	Moon Shadow, Robin, and Windrider	189-191
Feast of Pure Brightness	Deerfoot, Uncle, Lefty, White Deer, and the rest of the company	191-196
Outside the Stable	Moon Shadow and Windrider	196-198
In front of Miss Whitman's on Polk St.	Windrider, Miss Whitlaw, Robin, Moon Shadow, and other surviving residents	198-202

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- On Chinese New Year, Moon Shadow gives Robin a new picture of the Stove King to replace the old one.
- On the Feast of Pure Brightness, Uncle and Windrider end their feud and make up.
- Uncle and Windrider are extremely happy to see each other
- While Moon Shadow is at the pump for water an earthquake shakes the city.
- After the quake, Miss Whitman's house seems to be the only one on the block left standing.
- The city around Polk Street is destroyed.
- That night Windrider and Moon Shadow slept of the street.
- Many people are in the street, just walking around in shock.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Add to KWL chart.

Open Mind Portrait

Add to OMP of Windrider. Add to OMP of Moon Shadow.

Bookmark

Add to integrity bookmark.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Postcard

Create a postcard image of Moon Shadow at the water pump. On the other side, pretend you are Moon Shadow. Write a brief letter to your mother and Grandmother in China, telling what happened and that you and Father are alright. Use language that Moon Shadow might use.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How are Windrider and Moon Shadow surviving in demon territory?
2. What are the advantages and disadvantages of living at Company and living in demon territory?
3. How are American New Year and Chinese New Year different?
4. How did Moon Shadow and Windrider spend their New Year?
5. Describe the Feast of Pure Brightness.
6. Describe the meeting of Uncle and Windrider. What occasion brought them together?
7. Retell the experience of the earthquake as described by Moon Shadow?
8. Have you ever been in an earthquake? How did you react? Was there any damage to buildings or people that you remember?

9. Analyze Analyze the key paragraph.

Key Passage, p. 191

"I can see that she really wanted to make herself feel better. No sense taking chances with the supernatural, and so on. I could tell her train of thought because I sometimes carried the little cross she had given me in my picket--- just as insurance. I mean maybe *American* demons could be scared off by *American* charms" (p. 191).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Everyone has something they keep around the house or wear around their neck that reminds them of being safe, or maybe something that reminds them to stay motivated. For example, some one may keep a rock in their purse to remind them that some things are not as hard as it appears. Some have pictures that remind them that some issues are bigger than them. And some have pictures and items that are for cultural and other personal reasons.

Is there anything that you wear or carry in your purse or pocket that reminds you to stay positive or protects you from evil? Write a paragraph explaining what this item is and its significance. Finally explain why it is important to you.

11. Close Close by extending today's lesson to life and the world.

Community Connection

Character Based Literacy Program Lesson Plan

Dragonwings, Day 16



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RL4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a.) Observe hyphenation conventions.

b.) Spell correctly

L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering work or phrases important to comprehension or expression.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is Martial Law?

Martial law is the imposition of military rule by military authorities over designated regions on an emergency basis—usually only temporary—when the civilian government or civilian authorities fail to function effectively. When we say a region or country is

"under martial law," we mean to say that the military is in control of the area that it acts as the police, as the courts, as the legislature. In most cases, military forces are deployed to quiet the crowds, to secure government buildings key or sensitive locations, and to maintain order. Generally, military personnel replace civil authorities and perform some or all of their functions.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

candelabrum (203)	shanghaier (206)	tottering (209)	sergeant (215)	looters (216)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 202-216

Setting	Characters	Pages
In front of Miss Whitman's on Polk	Windrider, Miss Whitlaw, Robin, Moon Shadow, and other surviving residents	202-214
Polk St.	Sergeant, Miss Whitlaw, Moon Shadow, Windrider, and Robin	215-216

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Many people are in the street, just walking around in shock.
- Moon Shadow and Windrider try to get others to help with the victims that are injured but few, if any, are willing to help.
- Miss Whitman and Windrider begin to forcefully draft the help of others.
- Moon Shadow, Robin, Miss Whitlaw and Windrider are able to get about fifty people to help with locating survivors and helping the injured.
- Moon Shadow and Robin discover that there is no water and fires are spreading all over the city.
- As smoke from the fires approaches, their help begins to disappear.
- Marital Law is declared and there are soldiers there helping out and directing traffic.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Add to KWL chart.

Open Mind Portrait

Add to OMP of Windrider. Add to OMP of Moon Shadow.

Bookmark

Add to integrity bookmark.

Map

Locate and label Market Street.

EXPLORE**7. Activity** Explore the reading more deeply with a visual or oral language activity.**Scene Sketch**

Create a visual of the neighborhood, indicating the destruction on the block of Polk St. and the encroaching fires. Use pages 213-214.

Suitcase Bookmark

What are some items you would bring with you in an event a major earthquake hit? Create a suitcase bookmark and list the items you would bring with you. Remember: Everything must fit in one suitcase.

Materials:

- Pieces of stiff paper [like oak tag] 6-10 inches wide and 5-10 inches long
- Some combination of pencil, pen, crayon, or marker
- Construction paper, scissors and glue sticks if desired

Step One: Make a list of things you would take with you if you in a suitcase.

1. Imagine that you are going to be moving around from place to place for the next years. What are the most important things you have? What are the things you would always want to have with you? Everything you take has to fit in one suitcase.
2. Make a list of the things you would take.

Comment: This suitcase is filled with things you actually have and that are important to you. Of course, because you are a responsible person it does not include any weapons, drugs, alcohol, or anything illegal.

Step Two: Make a bookmark like a suitcase full of things you would take.

Make a bookmark about 6-10 inches wide and 5-10 inches long, and then fold in half. Make the items on your list out of construction paper and glue them inside the suitcase. Make the outside of the suitcase look like a suitcase.

Step Three: As you read the story you can add things to your suitcase.**Variations of this Bookmark**

1. Draw the items inside the suitcase with a marker instead of gluing construction paper.
2. Make a bigger suitcase – even life size if you want, or wall size, or 3D.

Variations for Writing

1. Write a paragraph describing yourself packing a suitcase and deciding what to bring and why, on the road.
2. Pick one important item in your suitcase and write a paragraph explaining why it is important to you.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Name three things/events that Moon Shadow witnessed after the earthquake.
2. What happens when Moon Shadow asks other survivors to help with the victims that are injured?
3. Why did Miss Whitman tell Mr. Lee, “*Mr. Lee I think we are going to have to but use a more forceful argument than moral persuasion.*” What does she mean?
4. In what ways did Moon Shadow, Robin, Miss Whitlaw and Windrider show integrity in today’s reading?
5. If you were living in San Francisco at the time of the earthquake would you have stopped and helped others in need? Why or why not.
6. Do agree with Miss Whitlaw’s opinion that disasters bring out the best and worst in people? Explain.
7. How did the fire begin?
8. Where are the Lee’s and Whitlaw’s going to stay for the evening?
9. Do you think the Whitlaw’s or the Lee’s will ever return to their home on Polk St.?

9. Analyze Analyze the key paragraph.

Key Passage, p. 213

“*There’s a fire south of Market,’ the demon said. Market Street was the main street of the city and ran diagonally across it. Dividing the city in half. ‘There’s no water for the hoses. They’re still going to try to make a stand on Market, but I don’t see what they can do. The fire will just spread and spread’*” (p. 213).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

You have been selected as a writer from the San Francisco Gazette to do a story of the earthquake.

Write a paragraph in which you retell and explain the events and aftermath of the earthquake. Include as much information as possible. Include the five W’s. Draw some conclusion for your readers and explain what can be learned from this horrible disaster.

11. Close Close by extending today’s lesson to life and the world.

Community Connection

Character Based Literacy Program Lesson Plan

Dragonwings, Day 17



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL4. Present information, findings, and evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL5. Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence and to add interest.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a.) Observe hyphenation conventions.

b.) Spell correctly

L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering work or phrases important to comprehension or expression.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Where is Golden Gate Park?

Golden Gate Park is located in San Francisco and covers over 1,013 acres and is 3 miles long by 1/2-mile wide. Golden Gate Park was once covered with sand dunes.

Currently more than one million trees, nine lakes, cover the park several fly-casting pools and a lily pond.

http://www.inetours.com/Pages/SFNbrhds/Golden_Gate_Park.html

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

rubble (217)	refuge (217)	fastidiously (218)	dynamite (227)	latrines (229)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 217-230

Setting	Characters	Pages
Golden Gate Park	Refugees	217
Back on Polk St.	Lefty, the Whitlows and the Lees	217-221
Through the streets to the Company Building	Lefty, Windrider, Moon Shadow and soldiers in the distance	221-225
The Company Building	Uncle and the rest of the Company, Moon Shadow and Windrider	225-229
Golden Gate Park	Uncle, Windrider, Moon Shadow, and the Whitlows	230

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- A soldier directs everyone to Golden Gate Park in order to avoid the approaching fires.
- The Lees and the Whitlows safely deliver the refugees from their block and then return to the Whitlaw house.
- Lefty is waiting there for them when they arrive.
- After Miss Whitlaw has collected her valuables, she and Robin head back to the park.
- The Lee's and Lefty head for the Company Building in the T'ang part of town.
- Later that evening, all the Company men make it to the park as well.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Add to KWL chart.

Open Mind Portrait

Add to OMP of Windrider. Add to OMP of Moon Shadow.

Bookmark

Add to integrity bookmark.

Map

Locate and label Golden Gate Park on map. Locate and label Oakland on map.

EXPLORE**7. Activity** Explore the reading more deeply with a visual or oral language activity.**Bloom Ball**

Write Windrider's, Moon Shadow's, Miss Whitlaw, and Robin's name. List two positive and two negative character traits for each character.

Newspaper Activity

Use construction paper to create the front page (one side only) of a newspaper. Create a title and headline for the front cover article. For example you can do an article on the aftermath of the Earthquake. Or you can write about how everyone is headed towards Golden Gate Park.

- Make up a name for your newspaper.
- Add an appropriate date and editor, your name.
- Write 3 headlines about 3 important events from the novel.
- For each headline, write the beginning of each article (2 sentences).
- Include 1 drawing, cartoon, or picture for each of the 3 articles with appropriate captions.
- Add other parts of a newspaper e.g. an editorial, letters to the editor, weather chart, sports events, cartoons, etc.

Evaluation

- Neatness/Presentation
- Accuracy in spelling and grammar
- Creativity (variety of ideas/media)
- Relevancy to the time period and to the topic
- Completion of all parts of the newspaper

8. Discussion Ask discussion questions of all 9 types (see Day 1).**Key Questions**

1. Why didn't Windrider want to throw away his club?
2. Who was waiting for the Lees at Miss Whitlaw's house when they returned?
3. What did Miss Whitlaw take before she locked up her house?
4. Why do you think Miss Whitlaw took her stereopticon, slides and world globe rather than food, clothes, and blankets?
5. Where did Windrider and Moon Shadow go when the Whitlows went back to Golden Gate Park?
6. What did Lefty mean when he told Windrider, "*From now on, trust to your feet and not to your good fortune*"?

7. How did Moon Shadow perceive the demon soldiers? Explain.
8. What reasons did Lefty give for the houses being blown up by canons? Do you think it will work?
9. Do you think Uncle will let Windrider and Moon Shadow share their dinner with Robin and Miss Whitlaw? Why or why not.

9. Analyze Analyze the key paragraph.

Key Passage, p. 223

“The demons we passed had the strangest looks on their faces, too. Once they had been rich and wealthy, and now all they owned were the clothes on their backs and their lives, and they were in danger of losing those, too. They looked shocked, as if not quite believing that all of this could happen to them. I could not help remembering what fine houses and mansions had once been there, and what richly dressed demons had eaten and drunk within them. And now they were all gone in less than a minute. The demons we met would have been grateful now for a crust of bread or cup of water—things they would have turned their backs on just twelve hours ago” (p. 223).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

It is amazing how within one second, one minute, one hour, or one day everything that we have can be stripped from us without warning. In the reading today the rich and wealthy are now poor and dirty. The people that they once ignored or mocked will now be their neighbor and/or rescuer.

Write a paragraph explaining the importance of being appreciative of the things and people in our lives. Why is it important? Explain the relationship between being appreciative and having integrity.

11. Close Close by extending today’s lesson to life and the world.

Community Connection

Historical Demographics of California:

http://www.pplic.org/content/pubs/op/OP_301HJOP.pdf

Character Based Literacy Program Lesson Plan

Dragonwings, Day 18



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

RL2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build one another to produce a complex account; provide an objective summary of the text.

SL4. Present information, findings, and evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a.) Observe hyphenation conventions.

b.) Spell correctly

L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering work or phrases important to comprehension or expression.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is the history of the Presidio?

The Presidio of San Francisco is a park on the northern tip of the San Francisco Peninsula in San Francisco, California. It is located within the boundaries of Golden Gate National Park. The Spanish made it the military center of their expansion in the

area. In 1847 the territory was turned over to United States. Congress voted in 1989 to end the Presidio's status as an active military installation. On October 1, 1994, it was transferred to the National Park Service, ending 219 years of military use and beginning its next phase of mixed commercial and public use.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

sprightlier (232)	medicinal (232)	chopsticks (234)	cisterns (236)	fodder (242)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 231-248

Setting	Characters	Pages
Golden Gate Park	Uncle, Windrider, Moon Shadow, and the Whitlaws	231-232
The Company Tent	The Company, the Lees and the Whitlaws	232-236
The Company Camp	The Company and the Lees	236
The Whitlaw's tent	Uncle, Windrider, Moon Shadow, and the Whitlaws	237-239
Whitlaw's tent	The Whitlaws, the Lees, a strange demon, and soldiers	239-241
The T'ang area of the Park	Soldiers and the Company	241
The Presidio and the Parade Grounds	The T'ang People	242-246
The Company Building	The Company, relatives, and others	247-248

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Uncle hosts the Whitlaws for dinner.
- You can see the city on fire from Golden Gate Park
- Miss Whitlaw is treated as an honorable guest inside the Company tent
- A few days later, Miss Whitlaw and Robin host Uncle in their tent.
- A few days after that, soldiers come and remove all T'ang people from the park.
- They are marched first to the golf course Presidio, then to another parade ground near Golden Gate
- Hand Clap went south to get some of the Kinsmen help
- They were moved again back to the parade ground near the Golden Gate
- The elders get together and threaten to move all T'ang people to another city.
- They are allowed to return to their homes in the T'ang part of the city where they begin to rebuild.
- Kinsmen come from all over to help in the rebuilding.

- Miss Whitman lost her house to the fire and is moving to Oakland to work as a housekeeper.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Add to KWL chart.

Open Mind Portrait

Add to OMP of Windrider. Add to OMP of Moon Shadow.

Bookmark

Add to integrity bookmark.

Map

Locate and label Van Ness Avenue on map. Locate and label Presidio on map. Locate and label Hunters' Point on map. Locate and label Oakland, Ca.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Venn Diagram Chart

Complete a Venn diagram chart of Windrider. Compare and contrast his personality and perspective to that of the beginning of the novel to now. In the middle place write what hasn't changed.

Bloom Ball

Write the title of this quarters CBL theme, Integrity Requires Wholeness. Give examples of one of the story's characters and how he/she uses integrity in their life. You can choose between Windrider, Moon Shadow, Robin, Miss Whitlaw, and Uncle.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Question

1. Why did Uncle agree to share his food with the demons?
2. How was Miss Whitlaw able to ease the tension inside the Company tent?
3. What did Miss Whitlaw and Uncle have in common?
4. Why do you think the Tang people were kicked out of Golden Gate Park?
5. Moon Shadow believes that for every good thing that happens something bad happens. Do you agree with his perspective?
6. Why do you think the Tang people were kicked out of Golden Gate Park?
7. How did they get permission to return to their homes?
8. Windrider doesn't appear to be happy about rebuilding his home in Tang Company. Why do you think that is?
9. Where are the Whitlaws moving to and why?

9. Analyze Analyze the key paragraph.

Key Passage, p. 248-249

“Poor Miss Whitlaw had lost her house in the fire, and so had lost her chief financial support. The money in her cash box was meant to help Robin through college. Miss Whitlaw’s land might be worth something once the city was rebuilt, but that meant holding on to it for quite a while. In the meantime, she would have to support herself some other way. Miss Whitlaw had borne her losses with a courage that I had come to expect of her. She had cheerfully taken a job as a housekeeper to some demons over in Oakland across the bay” (p. 248-249).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

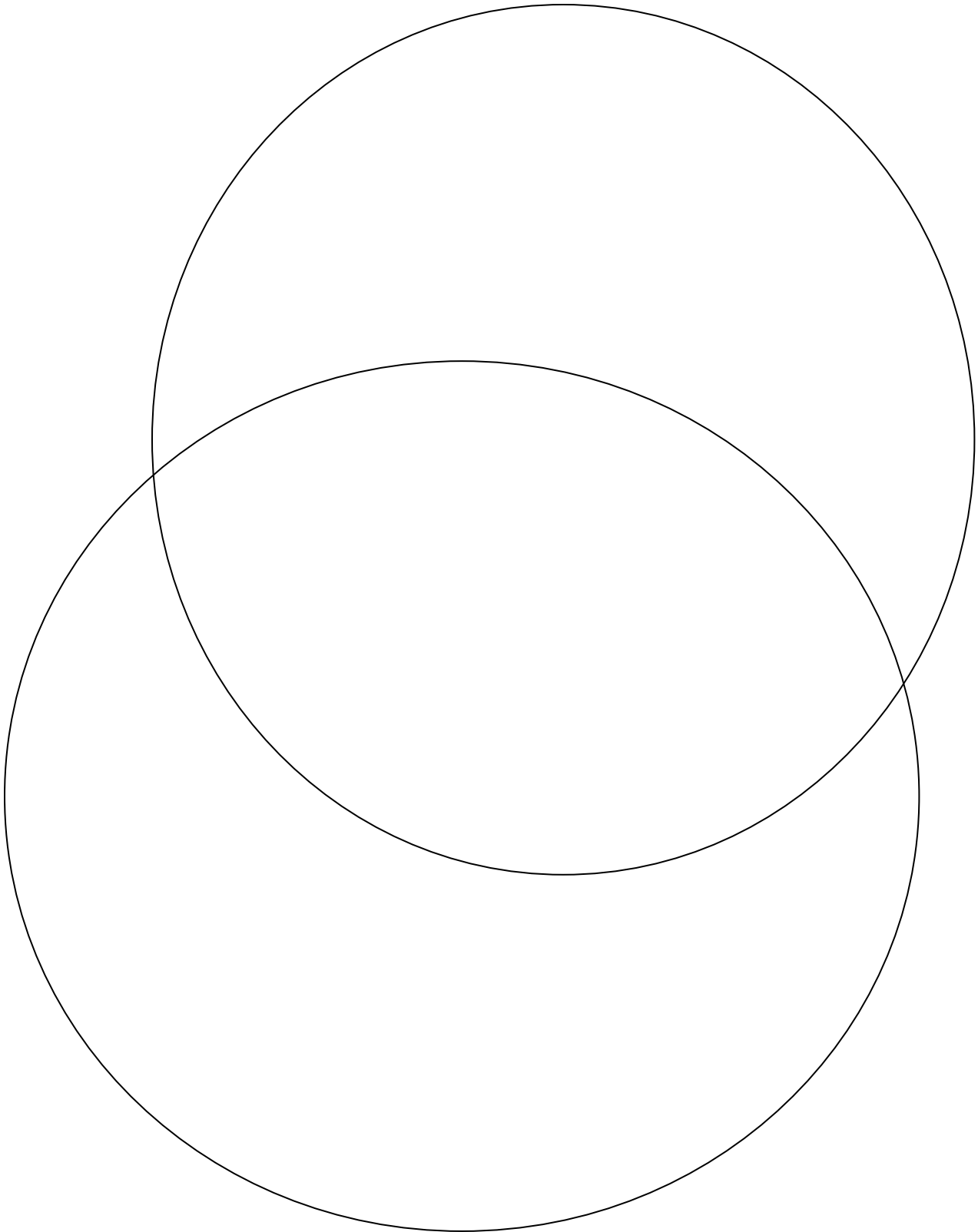
The aftermath of the earthquake marks the end of a very important chapter in the Whitlaw’s and the Lee’s life. It also marks the beginning of a new chapter.

Pretend you are Miss Whitlaw or Windrider and write a paragraph explaining and reflecting on how this difficult experience has changed you in a lasting way. What is one thing that you appreciate more now than you did before the earthquake and the fires? Explain why. If you are Windrider, do you wish you had stayed in the Middle Kingdom with your wife? Explain why. If you are Miss Whitlaw, what will you do now that you have lost your home and your financial support?

11. Close Close by extending today’s lesson to life and the world.

Community Connection

6g6 Venn Diagram Chart



Character Based Literacy Program Lesson Plan

Dragonwings, Day 19



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

RL2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build one another to produce a complex account; provide an objective summary of the text.

RL4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a.) Observe hyphenation conventions.

b.) Spell correctly

L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering work or phrases important to comprehension or expression.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is the difference between Selflessness vs. Self Preservation?

The act of selflessness is the act of sacrificing one's own interest for the greater good. It is the act of giving without waiting for a reward or recognition. Self-preservation is protection of oneself from harm or destruction. It is the instinctive desire to stay alive.

In today's reading, Windrider must choose between his dream of flying and security of living in a place where he is protected and surrounded by family and friends. Windrider must decide if living without his dream is living at all.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

incessant (249)	sardonically (249)	cloak (251)	gangplank (253)	ramshackle (258)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 249-264

Setting	Characters	Pages
The Company Building	The Company men, The Lees,	249
To Golden Gate Park	Windrider and Moon Shadow	249-251
The Whitlaw's tent	Windrider, Moon Shadow, Miss Whitlaw and Robin	251-252
The Ferry Building	The Whitlows and the Lees	252-253
New home in the Oakland foothills	Windrider and Moon Shadow	257-264

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Everyone is pitching in to rebuild the Company building.
- Windrider tells Moon Shadow of his plan to move and also to pursue his dream of flying.
- The Lees meet the Whitlows to see them off across the bay to their new home.
- Robin and Moon Shadow exchange gifts.
- Windrider tells Uncle about his plans to pursue his dream. Moon Shadow agrees to follow his father.
- Windrider and Moon Shadow are exiled from The Company
- The two move to Oakland and live in an old barn
- Moon Shadow and Windrider are employed during the day, and then work on the plane in the evening.
- They send a letter to mother and Grandmother in China.
- Mother writes Moon Shadow a letter "for his eyes only" telling him to support his father for both of them.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Add to KWL chart.

Open Mind Portrait

Add to OMP of Windrider. Add to OMP of Moon Shadow.

Bookmark

Add to integrity bookmark.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Bloom Ball

Draw a picture of an object important to the story. In writing, tell why the object is important. For example, a book is an important object in the story because Miss Whitlaw and Robin help teach Moon Shadow to read and write.

Character Trait Chart

Use the character map to describe Moon Shadow values over the course of the book so far.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. In the aftermath of the earthquake how the Tang people and the demon are people getting along?
2. How does the Tang part of town get rebuilt so quickly?
3. Moon Shadow tells his father, "Houses don't mean much its people inside them that are important" Do you agree with Moon Shadow? Why or why not?
4. What does Windrider think his final test is?
5. Why does Moon Shadow think he is losing his father?
6. Robin and Moon Shadow exchange gifts before Robin leaves for Oakland on the ferry. What is significant about each of their gifts?
7. Do you think the Lee's will see the Whitlaws again?
8. How did Uncle react to Windrider's decision to pursue his dream of flying?
9. In your opinion, do you think Windrider and Moon Shadow are making the right decision?
10. Moon Shadow got his first letter addressed to him for the first time. Who is the letter from and what did they say?
11. Do you think Moon Shadow will show his father the letter even if he was told not to?
12. What is more important to you, your dreams or your family?

9. Analyze Analyze the key paragraph.

Key Passage, p. 254-255

“‘A superior man admits the truth,’ Uncle snapped. I could see Father was beat. He hung his head for the longest time, staring down at his hands. I could only think of some immortal who had suddenly woken one morning to find himself in a man’s body and realized he was being punished. For the second times in my life, I made an important decision to be with him” (p. 254-255).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Moon Shadow has agreed to follow his father’s dream of flying even if it means working and leaving his family behind.

Pretend you are Moon Shadow. Write a paragraph describing and explaining your process of deciding whether or not to follow your father into exile. Use inner dialogue to show the reader what you are thinking.

11. Close Close by extending today’s lesson to life and the world.

Community Connection

German Immigrants:

<https://www.sonoma.edu/modlang/german/germanimmigrants.htm>

Character Based Literacy Program Lesson Plan

Dragonwings, Day 20



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

RL4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a.) Observe hyphenation conventions.

b.) Spell correctly

L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering work or phrases important to comprehension or expression.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What does it mean to sacrifice?

To sacrifice means to give up or surrender of something for the sake of something else.

To sacrifice means to surrender one's own desire or interest for the well being of others.

For three years Windrider had sacrificed his time, his money, Moon Shadow's childhood, and his home at The Company for his dream of flying. Not knowing the results of his energy Windrider sacrifices everything he has in order to make his dream come true. In today's reading you will read how Moon Shadow feels about his father's dream and what he too had to sacrifice for his father's dream.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

gulped (266)	rafters (267)	faze (269)	horsepower (273)	christening (276)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 265-277

Setting	Characters	Pages
The Barn	Windrider and Moon Shadow	265-276
The Barn	Windrider, Moon Shadow, Whitlaw's, Black Dog	276-277

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Through the Fall and the Winter, life is routine for Windrider and Moon Shadow.
- Over the next three years, The Windrider and Moon Shadow work and build the model planes.
- Moon Shadow finds "his" mountain of gold.
- Moon Shadow and Windrider would visit the Whitlows' on Sundays.
- They built their "Dragonwings," or plane, and it is ready to fly.
- The Whitlows come over to christen it.
- Moon Shadow catches Black Dog rummaging through their home.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Add to KWL chart.

Open Mind Portrait

Add to OMP of Windrider. Add to OMP of Moon Shadow.

Bookmark

Add to integrity bookmark.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How do the Lees get by for the next two years?
2. What do you think the White Deer mean when he told Moon Shadow "...you can only follow the course of your nature"?
3. Where did Moon Shadow find his mountain of gold?
4. How far would you go to complete your dream?
5. How long did it take Windrider and Moon Shadow to finish their dream plane?
6. Why did Moon Shadow think that Windrider was more a mechanical artist than a businessman?
7. How does Moon Shadow feel about his father and his father's dream of flying?
8. What do you think Black Dog wants?

9. Analyze Analyze the key paragraph.

Key Passage, p. 274

"To be honest, it did not sound like much of a plan to me. Father was more of a mechanical artist than a businessman. He wanted so badly to fly that it never occurred to him that people might not pay to see him fly. Sometimes people want a thing so much that they lose their common sense" (p. 274).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Windrider gave up everything safe, comfortable, and stable to fulfill his dream of flying. In the process going hungry, being cold, and not knowing if his dream of flying will pay itself off.

Have you ever wanted something so bad that you were willing to give up everything so you can have it? Write a paragraph explaining what you wanted. What did you give up? Looking back, was it worth it? Would you do it again? Explain why or why not.

11. Close Close by extending today's lesson to life and the world.

Community Connection

Character Based Literacy Program Lesson Plan

Dragonwings, Day 21



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

RL10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL5. Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence and to add interest.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a.) Observe hyphenation conventions.

b.) Spell correctly

L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering work or phrases important to comprehension or expression.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is failure?

Failure is the condition or fact of not achieving the desired end or ends. Failure is lacking in success. But what is success? Success is the achievement of something desired, planned, or attempted. Success has multiple meanings. It is personal and individualized. Success to one person can be a failure to another. There is fine line between them depending on personality, situation, time and place.

In today's reading, Windrider and Moon Shadow complete their build of Dragonwings. But unfortunately, they will not be able to fly the plane because Black Dog took their money. Moon Shadow and Windrider must move and bring only what they can carry, leaving Dragonwings behind.

Is it failure if Dragonwings was completed but not flown? Someone else's failure is someone else's success. Failure and success are measures in the eye of the believer.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

consecrated (278)	shrewd (278)	jealous (278)	sheriff (282)	trudge (285)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 277-287

Setting	Characters	Pages
Inside the barn	Moon Shadow, Black Dog	278-279
Outside the barn	Moon Shadow, Black Dog, and Windrider	279-284
Up the hill	Windrider and Moon Shadow	284-287

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Black Dog breaks into Windrider's and Moon Shadow's home and patronizes Moon Shadow and tries to stab him with a knife.
- Moon Shadow runs outside and falls down.
- Windrider finds Black Dog with his foot on Moon Shadow's chest.
- Windrider gives Black Dog all the money he has to keep him from harming Moon Shadow.
- The Lees have 3 days to come up with the money or be evicted.
- Windrider finished building Dragonwings but cannot afford to fly it.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Add to KWL chart.

Open Mind Portrait

Add to OMP of Windrider. Add to OMP of Moon Shadow.

Bookmark

Add to integrity bookmark.

EXPLORE**7. Activity** Explore the reading more deeply with a visual or oral language activity.**Eviction Notice**

Create an eviction notice to be tacked on the door of the Lee's Barn. Include information on the five W's. (Who, What, When, Where, Why).

Suitcase

You are Moon Shadow and must pack up your belongings. You can only take with you what you can carry. Create a list of things you will take with you and why.

Materials:

- Pieces of stiff paper [like oak tag] 6-10 inches wide and 5-10 inches long
- Some combination of pencil, pen, crayon, or marker
- Construction paper, scissors and glue sticks if desired

Step One: Make a list of things you would take with you if you in a suitcase.

1. Imagine that you are going to be moving around from place to place for the next years. What are the most important things you have? What are the things you would always want to have with you? Everything you take has to fit in one suitcase.
2. Make a list of the things you would take.

Comment: This suitcase is filled with things you actually have and that are important to you. Of course, because you are a responsible person it does not include any weapons, drugs, alcohol, or anything illegal.

Step Two: Make a suitcase full of things you would take.

1. Make a suitcase about 6-10 inches wide and 5-10 inches long, and then fold in half.
2. Make the items on your list out of construction paper and glue them inside the suitcase. Make the outside of the suitcase look like a suitcase.

8. Discussion Ask discussion questions of all 9 types (see Day 1).**Key Questions**

1. In your opinion is Black Dog jealous of Moon Shadow?
2. What does Black dog want with the Lee's?
3. What do people around town call Windrider?
4. Do you think Windrider is crazy? Explain.
5. How does it come about that the Lees are about to be evicted?
6. If you were the Lee's landlord and you heard their sad story what would you do? Would you believe it?
7. Windrider thinks he has failed in his attempt to fly. Do you think he failed? Explain.
8. What do you think will happen to Black Dog?

9. Analyze Analyze the key paragraph.

Key Passage, p. 282-283

"We had to go, but how? Dragonwings was too big to be carried on our backs and we had no money to hire a wagon. We tried all the next day, but no one would rent us one on credit—not to the *Crazy Chinaman*. Even my employer in the store refused, saying it was too much money. It looked like we were stuck. We would be able to take away only what we could carry" (p. 282-283).

EXTEND**10. Write** Have each student write a short product based on today's prompt to connect to the unit theme.

Make a list of things you would take with you if you in a suitcase. Imagine that you are going to be moving around from place to place for the next years. What are the most important things you have?

How would you feel if you were told you have three days to pack everything you own in one suitcase and move? What personal items would you bring with you? Write a paragraph describing what things you would bring with you and explaining why you chose these items. Remember everything you take has to fit in one suitcase.

11. Close Close by extending today's lesson to life and the world.

Community Connection

Character Based Literacy Program Lesson Plan

Dragonwings, Day 22



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RL4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

SL4. Present information, findings, and evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL5. Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence and to add interest.

L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a.) Observe hyphenation conventions.

b.) Spell correctly

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is pride?

Pride is the value one places on self-respect and personal worth. It can also be interpreted as an unduly high opinion of oneself, exaggerated self-esteem, conceit, and arrogance. Some argue that pride can be both a blessing and a curse.

In today's reading Uncle and the Company arrive to help out Windrider and Moon Shadow. Swallowing their pride both accept the others help without saying giving arrogance of "I told you so."

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

toiling (289)	penance (290)	whelped (291)	relented (292)	mortician (299)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 288-303

Setting	Characters	Pages
Early morning in the barn	Moon Shadow, Windrider, Uncle, Lefty, Hand Clap and The Company	288-294
Up the hill again	Moon Shadow, Windrider, The Company,	294-299
Up the hill again	Moon Shadow, Windrider, The Company, Miss Whitlaw, Robin	294-303

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Back at the barn, Moon Shadow is awoken by a knock at the door.
- The entire company has arrived to help get Dragonwings airborne and to pay the rent.
- The Company brings food and good news. Uncle and the Lee's end their feud.
- Using Red Rabbit and the Wagon, the Company pushes and pulls the plane to the top of the hill.
- The Whitlaws arrive.
- Windrider thinks it was Moon Shadow that told the Whitlaws about flying Dragonwings.
- Miss Whitlaw tells Windrider she called Deerfoot, and then Uncle.
- Everyone drinks wine and it is time to fly Dragonwings.
- Windrider is nervous.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Add to KWL chart.

Open Mind Portrait

Add to OMP of Windrider. Add to OMP of Moon Shadow.

Bookmark

Add to integrity bookmark.

EXPLORE**7. Activity** Explore the reading more deeply with a visual or oral language activity.**Movie Poster**

Create a movie poster for *Dragonwings*. Give it a title. Provide a visual. Choose actors and actresses for the main characters. In one-to-three sentences bill the film as a quest, a discovery, a rite of passage, a choice, a union or a reversal story.

Event Map

Draw a picture of the 3 most important events that you think has happened in Moon Shadow's life. Under each picture tell why each is important in the development and maturity of Moon Shadow.

8. Discussion Ask discussion questions of all 9 types (see Day 1).**Key Questions**

1. Who showed up that morning at the Lee's?
2. Why did they show up?
3. How did Uncle and the rest of the Company treat Moon Shadow and Windrider?
4. How do you think the Company found out about Windrider and Moon Shadow's financial situation?
5. Were you surprised to read that the Company had come to help the Lee's? Why?
6. Have you ever experienced anyone going out of his or her way to help someone else?
7. Why did Moon Shadow hate *Dragonwings*?
8. How did the Whitlows know *Dragonwings* was going to fly?
9. Do you think *Dragonwings* will fly?
10. How was honor an important theme of today's reading?

9. Analyze Analyze the key paragraph.**Key Passage, p. 293**

"Don't worry about losing it either," Uncle said. "We'll give you the money to pay your rent, too. Call it a loan, compensation." He wagged a finger at Father. "And don't give me any pigheaded reasons why you can't take it. Pride's always been the great sin of our family."

"Look on it as an act of charity to accept our money," White Deer said. "It would make us all feel much better."

Father considered that for a moment. He set down his cup and looked around with a smile. "It's not a shameful thing to take money from friends, and you are my

friends. I thought I ought to go it alone with just my son, but I was wrong. I'll own up to it" (p. 293).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In today's reading *both* Uncle and Windrider realize that it was pride and pride alone that has caused them both pain, sadness, and almost a friendship. But it was also pride that has brought them together so that as a *family*, they can help Windrider in his time of need. Not only do they pay his rent so that he can avoid eviction but they also help him bring his Dragonwings to the top of the hill so that he may fly.

Write a paragraph in which you describe and explain in detail a time where you had to swallow your pride and show integrity in a situation. Are you glad you did? Explain why or why not. Or maybe you didn't swallow your pride and you lost someone important to you. Explain what happened.

11. Close Close by extending today's lesson to life and the world.

Community Connection

Chinese TimeLine:

<http://ocp.hul.harvard.edu/immigration/timeline.html>

Character Based Literacy Program Lesson Plan

Dragonwings, Day 23



Outcomes for Today

Common Core Focus

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RL4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a.) Observe hyphenation conventions.

b.) Spell correctly

L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering work or phrases important to comprehension or expression.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is Integrity?

Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

In today's reading and throughout the novel Windrider has had to endure difficult and new things to pursue his dream of flying. In today's reading Windrider becomes whole when he realizes that having his family around and watching them grow old is the best dream he could ever dream up. Uncle shows integrity in asking Windrider to become a partner and Windrider shows integrity when he accepts and decides to leave one dream behind for his love for his family.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

plunged (305)	momentum (305)	betrayed (307)	cannibalized (308)	cantankerous (312)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 304-313

Setting	Characters	Pages
In flight	Windrider, Moon Shadow, the Company and the Whitlaws	304-307
Crash into the hillside	Windrider and the spectators	307 - 308
The barn	The doctor, Windrider, Moon Shadow, the Whitlaws and the Company	308- 312
The Ferry Building	Moon Shadow and the Whitlaws	312
The house where Robin and Miss Whitlaw worked	Moon Shadow and Robin	313- 314

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Windrider is able to get Dragonwings off the ground and is flying in the air
- Windrider crashes into the hillside.
- Windrider survives with a broken leg and a few broken ribs.
- Windrider decides not to build another Dragonwings
- Windrider decides to return to the Company. Uncle makes him a full partner.
- The Whitlaws stay in contact and visit often.
- Black Dog is found dead in an alley.
- Father heads for China to bring his wife, Moon Shadow's mother, over to the land of the Golden Mountain.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

KWL Chart

Add to KWL chart.

Open Mind Portrait

Add to OMP of Windrider. Add to OMP of Moon Shadow.

Bookmark

Add to integrity bookmark.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Postcard

Create a postcard. On the front, draw a picture from today's reading. On the other side, pretend you are Windrider. Write a short love letter to your wife telling her you are on your way across the pacific to bring her back to the land of Demons and The Golden Mountain.

Bloom Ball

In writing, describe the most memorable moment of the story in your opinion. Why do you feel this way?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What were you feeling as you read that Dragonwings did fly and Windrider accomplished his goal of flying?
2. What happened to Windrider as he was flying Dragonwings?
3. What reasons does Windrider give for not building another plane?
4. How did it come about that Windrider became partner at the Company?
5. Were you shocked to hear what happened to Black Dog?
6. What did Moon Shadow mean when he said he was lucky?
7. What is your opinion of the book?

9. Analyze Analyze the key paragraph.

Key Passage, p. 313

"It was not until the next summer that Father got the paperwork straightened out and the proper demon officials bribed, and then he sailed for the Middle Kingdom to bring back Mother. He sailed on a Saturday, so I was able to see the Whitlaws on the very next day" (p. 313).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Windrider is on his way to go pick up his wife and bring her to San Francisco. It has been about seven years since Moon Shadow has seen his mother and about fifteen years since Windrider has seen his wife.

In two paragraphs, retell Windrider's journey in San Francisco and explain how integrity played a vital role in him becoming a real partner in the Company and his ability to finally bring his wife over to San Francisco.

11. Close Close by extending today's lesson to life and the world.

Community Connection

Final Writing Assignment

As a final writing assignment, students will create an Emergency Preparedness document. Your document should include important telephone numbers, local and nearby shelters, and your community evacuation routes. The plan should also include what do with the old and injured and meeting point just in case you get separated from your group or family members. Included in your plan should be a list of items you should always have stowed away in case of a disaster such as first aid kit, water, food, radio and flashlight. Don't forget a plan for meeting parents or children.

Resources:

<http://www.ready.gov/plan-for-your-risks>

<http://emergency.cdc.gov/preparedness/plan/>