



EXPEDITIONARY
LEARNING

Grade 6: Module 3A: Unit 1: Lesson 3

Analyzing Point of View and Figurative Language: Chapter 2



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. (RL.6.4)
- I can analyze how an author’s word choice affects tone and meaning in a literary text. (RL.6.4)
- I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5)
- I can analyze how an author develops a narrator or speaker’s point of view. (RL.6.6)

Supporting Learning Targets

- I can find the gist of pages 23–25 of *Dragonwings*.
- I can determine the meaning of figurative language.
- I can analyze how the words affect tone and meaning.
- I can explain how a chapter fits into a theme.
- I can analyze how Laurence Yep develops Moon Shadow’s point of view of where the Tang people live.

Ongoing Assessment

- Ongoing Assessment
- Structured notes (from homework)
- Gist annotated on sticky notes
- Point of View graphic organizer for pages 23–25



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Chapter 2 of <i>Dragonwings</i> (8 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Rereading Pages 23–25 of <i>Dragonwings</i> for Gist (10 minutes)</p> <p>B. Analyzing Point of View, Figurative Language, and Tone: Pages 23–25 (10 minutes)</p> <p>C. Determining Author’s Techniques: Point of View, Tone and Meaning, and Figurative Language (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: How Does the Chapter Contribute to a Theme? (5 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 3 of <i>Dragonwings</i>. Answer this question in your structured notes:</p> <p>– “What does Moon Shadow think about his father?”</p> <p>B. Use evidence flags to identify three text details from the chapter to support your answer. Code each flag as a thought, word, or action to show the technique that Laurence Yep used to convey Moon Shadow’s point of view.</p>	<ul style="list-style-type: none">• In preparation for the mid-unit assessment, this lesson begins to “gradually release” students to work more independently. They work in pairs without any teacher modeling to find the gist and then to analyze an excerpt of <i>Dragonwings</i> for point of view, figurative language, tone, and meaning.• In advance: Read pages 23–25 and the answer key for the Point of View graphic organizer to familiarize yourself with what students will be doing and the answers you will need to guide them toward (see supporting materials).• Review Mix and Mingle (Appendix) and have music ready to use for the opening of this lesson.• Post: Learning targets.



Lesson Vocabulary	Materials
<p>gist, figurative language, tone, point of view; souvenir, safeguards, guardians, inhabitants (23), amiably, tunic, flitting, vendors (24), flanks, zinc (25).</p>	<ul style="list-style-type: none">• <i>Dragonwings</i> (book; one per student)• Structured Notes (distributed to students in Lesson 1)• Equity sticks• Sticky notes (six per student)• Word-catcher (from previous lessons; one per student)• Dictionaries (enough for students to be able to refer to as they are reading)• Moon Shadow's Point of View: Pages 23–25 (one per student)• Moon Shadow's Point of View: Pages 23-25 (answers for teacher reference)• Colored pencils or markers (red and blue; one of each color per student)• Thought, Word, Action symbols (from Lesson 1; for teacher reference)• Exit Ticket: How Does the Chapter Contribute to a Theme? (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Chapter 2 of <i>Dragonwings</i> (8 minutes)</p> <ul style="list-style-type: none">• Be sure students are seated with their triads with their text, <i>Dragonwings</i>. Ask triads to discuss:<ul style="list-style-type: none">* “What happens in Chapter 2?”• Listen for them to explain that Moon Shadow goes to where the Tang people live and is introduced to the Company.• Invite students to refer to their structured notes and the answer they wrote to the homework focus question:<ul style="list-style-type: none">* “What does Moon Shadow think about where the Tang people live?”• Mix and Mingle:<ol style="list-style-type: none">1. Play music. Invite students to move around the room.2. After 20 seconds, stop the music.3. Invite students to share their answer to the homework question with the person standing closest to them.4. Repeat until students have spoken to at least three people.• Consider using equity sticks to select students to share their answers with the whole class.	<ul style="list-style-type: none">• Opening the lesson by asking students to share their homework makes students accountable for completing homework. It also gives you the opportunity to monitor which children have not been completing their homework.• Learning targets are a research-based strategy that helps all students, especially challenged learners.• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Opening	Meeting Students' Needs
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Invite students to read the learning targets with you:<ul style="list-style-type: none">* “I can find the gist of pages 23–25 of <i>Dragonwings</i>.”* “I can determine the meaning of figurative language.”* “I can analyze how the words affect tone and meaning.”* “I can explain how a chapter fits into a theme.”* “I can analyze how Laurence Yep develops Moon Shadow’s point of view of where the Tang people live.”• Students should be familiar with these learning targets from previous lessons. Remind students what <i>gist</i>, <i>figurative language</i>, <i>tone</i>, and <i>point of view</i> are.	



Work Time	Meeting Students' Needs
<p>A. Rereading Pages 23–25 of <i>Dragonwings</i> for Gist (10 minutes)</p> <ul style="list-style-type: none"> • Tell students they are going to reread pages 23–25 of <i>Dragonwings</i> for the gist. Remind them that they should have done a first read of these pages for homework. • Ask students to reread from “Suddenly, I felt as if I had come home ...” on page 23 up to “youthful vigor” at the end of page 25. • Remind them to write their annotations of the gist of each paragraph on sticky notes to stick in the margin of the book and to use their word-catchers to record any new vocabulary. • Tell students that if they aren’t sure what a word means after looking for context clues and looking in the dictionary, they should leave the definition blank until the whole group discusses vocabulary later on. • Invite students to work in their triads to find the gist and record unfamiliar words on their word-catchers for pages 23–25. • Circulate and support students as they read. For those who need more support, ask them to practice telling you the gist of a section before they write it down. • Invite students to pair up with someone from another triad to compare what they wrote for their gist statements and to help each other with any unfamiliar vocabulary they haven’t been able to figure out. • Refocus the whole group and invite students to share any unfamiliar vocabulary words they found on pages 23–25, along with the definition. If they were unable to work out the definition from the context or find it in a dictionary, encourage other students to assist them with the definition. To keep things moving, if no one else knows what the word means, offer a definition yourself. • Students may struggle with these words, so be sure to address them here: <i>souvenir, safeguards, guardians, inhabitants, amiably, tunic, flitting, vendors, flanks, zinc.</i> • Remind students to record new words on their word-catcher. “How will you use the novel and informational texts?” 	<ul style="list-style-type: none"> • Asking students to identify challenging vocabulary helps them to monitor their understanding of a complex text. • ELLs may be unfamiliar with more vocabulary words than are mentioned in this lesson. Check for comprehension of general words that most students would know.



Work Time (continued)	Meeting Students' Needs
<p>B. Analyzing Point of View, Figurative Language, and Tone: Pages 23–25 (10 minutes)</p> <ul style="list-style-type: none"> • Distribute Moon Shadow's Point of View graphic organizer: Pages 23–25 and remind students that they filled out a similar organizer in Lesson 2 to analyze Moon Shadow's point of view of the demons, the use of language, and how it creates tone and meaning. • Remind students of what should be recorded in each column of the organizer and point out the change of focus for their analysis of point of view. Explain that in this lesson, students are going to use the organizer to help them analyze pages 23–25 and identify Moon Shadow's point of view of where the Tang people live, the language used to communicate this point of view, and the tone that the language creates. Remind them that they have already started to look for this for homework and recorded ideas on their structured notes, so they can refer to these as they work. • Tell students to use the questions at the top of the columns to guide their analysis and thinking. • Invite them to work in triads to analyze the text. Remind them to discuss their answers before recording them on their own graphic organizers. • Circulate to assist students with analyzing the text for point of view, language, and tone. As you circulate, ask probing questions, such as the following: <ul style="list-style-type: none"> * "What is Moon Shadow's point of view about the place where the Tang people live?" * "How do you know? How did Laurence Yep develop Moon Shadow's point of view about where the Tang people live?" * "Which specific words, phrases, and sentences from the text support your claim about Moon Shadow's point of view?" * "Which of these words, phrases, and sentences contain figurative language? Circle them." * "Based on the images, words, and phrases you have selected, how would you describe the tone of the text with one word?" • Invite students to pair up with a student from another triad to share their graphic organizers. Encourage them to add to and revise their organizers based on what they learn from their new partner. • Cold call students to share their ideas with the whole group. Refer to Moon Shadow's Point of View graphic organizer: Pages 23-25 (answers for teacher reference) to guide students. 	<ul style="list-style-type: none"> • Graphic organizers and recording forms engage students more actively and provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning • When reviewing the graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.



Work Time (continued)	Meeting Students' Needs
<p>C. Determining Author's Techniques: Point of View, Tone and Meaning, and Figurative Language (10 minutes)</p> <ul style="list-style-type: none"> • Remind students of the ways Laurence Yep develops Moon Shadow's point of view that they identified in Lesson 1: <ul style="list-style-type: none"> – Through his own thoughts, actions, feelings – Through the words and actions of others • Tell students that now they are going to continue to work in triads to analyze the details they have recorded from the text in the middle column. Distribute colored pencils or markers and tell students to underline details as follows: <ul style="list-style-type: none"> – Through Moon Shadow's own thoughts, actions, and feelings—red – Through the words and actions of others—blue • Remind students of the symbols on the Thought, Word, Action symbols and tell them to also code whether the evidence is a thought, word, or action. • Refocus the group. Ask triads to discuss: <ul style="list-style-type: none"> * "So what techniques does Yep use to develop Moon Shadow's point of view of where the Tang people live in this excerpt?" • Listen for students to explain that in this excerpt, most of Moon Shadow's point of view comes from his own thoughts. • Ask triads to discuss: <ul style="list-style-type: none"> * "What figurative language did you find? What does it mean literally?" • Cold call students to share figurative language and literal meaning with the whole group. • If it hasn't already been discussed, ask triads to discuss this specific example: <ul style="list-style-type: none"> * "On page 24, Moon Shadow says, 'In their dark tunics and pants, they looked like shadows—a street of shadows, flitting here and there, talking in high, loud, excited voices.' What does this mean?" * "What kind of figurative language is it?" • Consider using equity sticks to select students to share their responses. Listen for them to explain that the figurative language is saying the people look like shadows, a street of shadows. It is a simile, and we know this because he uses the word "like." • Ask triads to discuss: <ul style="list-style-type: none"> * "Why does Yep use this figurative language here? What does it do for the reader?" 	<ul style="list-style-type: none"> • Asking students to color code and add symbols to their text provides a clear visual reference for analysis.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Listen for students to explain that it helps the reader create a mental picture of what the men on the street looked like. • Invite students to focus on the Tone column of the Point of View organizer. Ask triads to discuss: <ul style="list-style-type: none"> * “You selected one word to describe the tone of each of the details from the text that you selected. How did the author create that tone? What techniques did he use? What examples can you provide?” • Cold call students to share their responses. Listen for them to explain that word choice helps to create the tone. For example, in this sentence, “The houses and the store had all the right colors,” the word “right” suggests that everything is as it should be, which creates a sense of relief. In this sentence, “Before the buildings were sensible safeguards against demons of any kind,” the word “sensible” suggests that it is normal. 	
Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: How Does the Chapter Contribute to a Theme? (5 minutes)</p> <ul style="list-style-type: none"> • Distribute Exit Ticket: How Does the Chapter Contribute to a Theme? Remind students of the theme recorded at the top of the exit ticket: “It’s hard to fit in when you move to live in another culture.” • Ask triads to discuss: <ul style="list-style-type: none"> * “How is Moon Shadow finding it difficult to fit in during the events in Chapter 2?” * “Is it any easier for Moon Shadow to fit in in Chapter 2 than it is during the events in Chapter 1? Why or why not?” • Invite students to write their ideas on their exit tickets. • Collect the exit tickets to informally assess. 	<ul style="list-style-type: none"> • Using exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students’ needs during the lesson or prior to the next lesson.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Read Chapter 3 of <i>Dragonwings</i>. Answer this question in your structured notes: <ul style="list-style-type: none"> – “What does Moon Shadow think about his father?” Use evidence flags to identify three text details from the chapter to support your answer. Code each flag as a thought, word, or action to show the technique that Laurence Yep was using to convey Moon Shadow’s point of view. 	



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Supporting Materials



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Moon Shadow's Point of View: Pages 23–25

Name: _____

Date: _____

I can analyze how an author's word choice affects tone and meaning in a literary text. (RL.6.4)

I can analyze how an author develops a narrator or speaker's point of view. (RL.6.6)

CLAIM	EVIDENCE	WORD CHOICE
What is Moon Shadow's point of view of where the Tang people live?	How do you know? How did Yep develop Moon Shadow's point of view of where the Tang people live? (specific words, phrases, and sentences from the text) Circle figurative language.	Describe the tone of the text with one word. (for example, angry or sad)



Moon Shadow’s Point of View: Pages 23–25
(Answers for Teacher Reference)

CLAIM	EVIDENCE	WORD CHOICE
<p>What is Moon Shadow’s point of view of where the Tang people live?</p>	<p>How do you know? How did Yep develop Moon Shadow’s point of view of where the Tang people live? (specific words, phrases, and sentences from the text)</p> <p>Circle figurative language.</p>	<p>Describe the tone of the text with one word.</p> <p>(for example, angry or sad)</p>
<p>He likes it because the buildings are normal and familiar.</p>	<p>“The houses and the store had all the right colors and shapes, for they had been built not by demons, but by the Tang people.” - THOUGHTS</p>	<p>relieved</p>
<p>He feels that it is normal and safe.</p>	<p>Before the buildings were sensible safeguards against demons of any kind.” - THOUGHTS</p>	<p>relieved</p>
<p>He thinks people are friendly to each other.</p>	<p>“The men had gathered outside, standing on the sidewalks, their hands behind their backs, talking amiably.” - THOUGHTS</p>	<p>relieved</p>



Moon Shadow's Point of View: Pages 23–25
(Answers for Teacher Reference)

CLAIM	EVIDENCE	WORD CHOICE
<p>What is Moon Shadow's point of view of where the Tang people live?</p>	<p>How do you know? How did Yep develop Moon Shadow's point of view of where the Tang people live? (specific words, phrases, and sentences from the text)</p> <p>Circle figurative language.</p>	<p>Describe the tone of the text with one word.</p> <p>(for example, angry or sad)</p>
<p>He likes it because it is normal and familiar; the people talk in the way he is used to.</p>	<p>“In their dark tunics and pants, they looked like shadows—a street of shadows, flitting here and there, talking in high, loud, excited voices. (People who think Tang people are quiet have never listened to us in our own homes, where the conversation is carried on at the level of a shout.)” - THOUGHTS</p>	<p>excited</p>
<p>He likes the familiar sounds he hears.</p>	<p>“And from some room far above the street came the lonely, peaceful sound of a moon guitar.” - THOUGHTS</p>	<p>comfortable</p>



Exit Ticket:

How Does the Chapter Contribute to a Theme?

.....
Name:

.....
Date:

I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5)

Theme: “It’s hard to fit in when you move to live in another culture.”

- How is Moon Shadow finding it difficult to fit in during the events in Chapter 2?

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- Is it any easier for Moon Shadow to fit in during the events in Chapter 2 than in Chapter 1?
Why or why not?

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