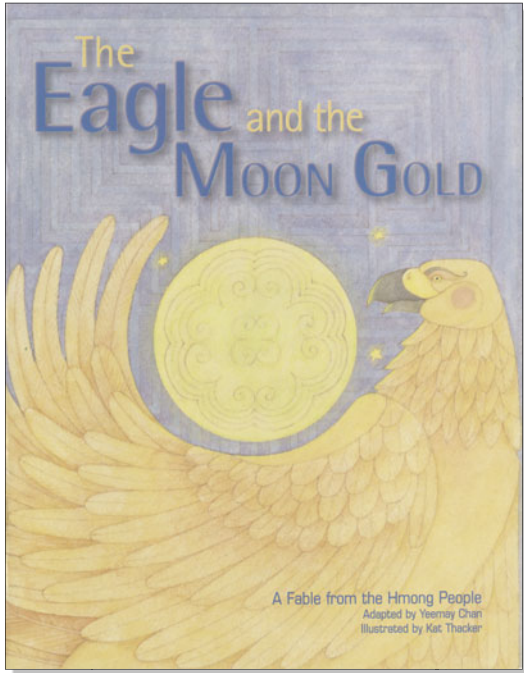


Eagle and the Moon Gold



This Hmong fable tells the story of two men—one greedy and one content—who meet an eagle that takes them to a moon made of gold. Traditional Hmong symbols and patterns enhance the text’s moral: Greed can rob you of what you already have.

24 pages, 393 words

Leveling Systems
Avenues: ● Beginning
DRA: 20
Fountas and Pinnell: I
Lexile: 180

In This Guided Reading Lesson:

Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p>Opposites: content few greedy large many poor rich small</p>	<p>Spotlight STRATEGY</p> <p>Read Less; Use Visuals</p>	<p>Border Designs: Symbolic Drawings</p> <p>Yaoh and Gwa: Character Role-Play</p>	<p>Relate Goal and Outcome (PDF)</p> <p>Make Comparisons (PDF)</p>

The Eagle and the Moon Gold

Build Background

Moon Fantasy Model telling a fantasy about a trip to the moon:

- ▶ I fly to the moon on a horse with wings. We pass so closely to stars that I touch them. They make my fingers shine. On the moon, I float around the mountains. They are made of cheese! The moon is very quiet. My horse and I are happy.

Have children role-play and describe their own fantasy trips to the moon. Use these questions to prompt their stories:

- ▶ How do you get to the moon?
- ▶ What do you see?
- ▶ What do you hear?
- ▶ How do you get around?
- ▶ How is the moon different from Earth?

Encourage students to invent details.

Build Vocabulary

Match Game Review the concept of opposites using pages 2–3. Point to the two men on page 2 and say: **This man is poor. He lives in a small house.** Point to the rich man. Say: **This man is rich. He lives in a large house.** Explain opposites: **Poor is the opposite of rich. Small is the opposite of large.**

Copy each of the words onto index cards. Lay the cards face down in pairs of opposites. Then have partners take turns revealing two cards at a time in order to find sets of opposites. When a match occurs, have the student use both words to create a sentence. Provide a sentence frame: _____ *is the opposite of* _____. Challenge students to say descriptive sentences: *The poor man lives in a small house. The rich man lives in a large house.*

Key Vocabulary

content
few
greedy
large
many
poor
rich
small

1 Preview the Book

Cover This book is a fable—a story that teaches a lesson. Fables can have animals—like this eagle—that act human. This fable is from people in Southeast Asia called the Hmong.

Pages 2–3 These pages are called “Words to Know.” They show important story words. The words and pictures on these pages show opposites.

Pages 4–5 This is Yaoh. He doesn’t have much money. He’s **poor**. What do you think he will do with the ax?

Pages 6–7 The quotation marks tell me someone is talking. If I read only what is in the quotation marks, I don’t have to read as much. Then it’s easier to understand what is happening on these pages. *Read the dialogue aloud.*

Pages 8–11 Yaoh and the eagle fly to the moon where Yaoh picks up only a **few small** gold coins. Yaoh takes only as much as he needs. He looks **content**, or happy.

Pages 12–15 Yaoh uses his gold to buy nice clothes and to fix up his house. Turn to page 14. This is Gwa. He has a lot of money. He is **rich**. Gwa wants more money. He is **greedy**. On page 15, Gwa asks Yaoh how he got his gold.

Pages 16–21 Gwa acts poor so he can go to the moon, too. Let’s turn to page 18 and see if the eagle believes Gwa. I can look at the pictures. I can read only some of the words. The eagle takes Gwa to the moon. He tells Gwa to leave before sunrise, or the sun can get too hot. It can burn him.

Pages 22–24 Gwa is not like Yaoh. He is greedy, so he takes **many large** gold pieces. Turn to page 24. The sun hurts Gwa. Did Gwa learn his lesson too late?

Inside Back Cover These are Hmong patterns. Let’s read what they mean, and then we can go back and find them.



2 Read the Book

Independent Reading Have students read the book silently or to a partner. Observe as each student reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach students as they read.
- **Spotlight Strategy: Read Less and Use Visuals** Students may have difficulty understanding the story when they encounter a lot of text (pages 6–7, 22–23). In these instances, remind students to reduce the amount they read and use visuals to understand key ideas.

3 Respond to the Book

Border Designs Remind students that the border designs in the book mean special things to the Hmong. Invite students to draw their favorite page from the book and create their own border design with a special meaning. Have students display and describe their favorite page, their border, and the border’s meaning.

Yaoh and Gwa Display a Venn Diagram. Discuss Gwa and Yaoh and have students suggest information about their similarities and differences for the diagram. Then have partners use the diagram to role-play a scene in which Yaoh and Gwa meet on the street. For example:

Gwa: Hello, Yaoh. Where did you get those nice clothes? I thought you were poor.

Yaoh: No, I am rich now.

Gwa: Tell me where you got all this money!

Yaoh: I met an eagle. I flew with him to a moon full of gold! I only took a few coins.

Gwa: I will go to the moon, too, and take all the coins!

Materials

- drawing paper
- art supplies

Materials

- Venn Diagram from *Picture It! Big Book*, page 24

Answers will vary. Sample response:

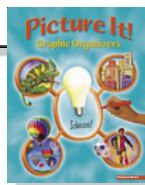
Venn Diagram

The Eagle and the Moon Gold



24

Use only a black dry-erase marker.



Picture It! Big Book, page 24

from Eagle and the Moon Gold

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
4	One day, a poor boy named Yaoh went into the forest. He started to chop down a tree. <i>Ter! Ter! Ter!</i> sang his ax.		
5	"Stop!" an eagle cried from the sky. "This tree is my home. If you cut it down, my babies will die!"		
6	"I'm sorry," Yaoh said sadly, "I have no choice. I need wood to build a fire, or I'll die, too." The eagle thought about Yaoh's words.		
7	Then the eagle said, "I can fly you to the moon. Everyone knows that the moon is made of gold. You'll be rich, and you can buy firewood. Just remember—we must return to Earth before sunrise, or the sun will burn us!"		
9	<i>Shu! Shu! Shu!</i> Yaoh and the eagle flew to the moon.		
		Total	Total

Assess Fluency

Student reads with appropriate:

- expression
- intonation
- attention to punctuation
- rate
- phrasing

Assess Strategy Use

Self-Monitors:

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

Self-Corrects:

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

Calculate Accuracy Rate

(125 words - _____) ÷ 125 words = _____ %
total errors

Determine Instructional Needs

<p>If Accuracy Rate Is → Then Have Student</p> <ul style="list-style-type: none"> <input type="checkbox"/> below 90% read a lower-level text <input type="checkbox"/> between 90–94% continue at this level <input type="checkbox"/> 95–100% read a higher-level text 	<p>Student needs more coaching in</p> <p>_____</p> <p>_____</p>
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Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
The rocket is going very fast.	The rocket is gro... going very fast.	<ul style="list-style-type: none">Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on.
	Hesitates or self-corrects after a miscue	
The shuttle orbits the Earth.	The shuttle...?	<ul style="list-style-type: none">Prompt student to find clues in pictures and/or surrounding context.Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.Have student skip the word and read on.
	"Freezes" when faced with an unfamiliar or long word	
No one has been to Mars.	Nobody has been to Mars.	<ul style="list-style-type: none">Ignore if the miscue does not affect comprehension.Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct.
	Substitutes an incorrect word that makes sense	
There is no liquid water on the Moon.	There is no little water on the Moon.	<ul style="list-style-type: none">Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread.
	Substitutes an incorrect word that does not make sense	

Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
<p>Craters look like dark circles when you look up at the Moon.</p>	<p>Craters look like dark when you look up at the Moon.</p> <p>Skips important words</p>	<ul style="list-style-type: none">• Repeat and ask: Does it make sense?• Read together; then have student start over.• Have student track the print and sweep a finger to the next line.
<p>There are mountains on the Moon.</p>	<p>There...are mountains...on...the... Moon</p> <p>Reads slowly, word-by-word, without comprehension</p>	<ul style="list-style-type: none">• Assign a book at an easier reading level, allowing student to build fluency and comprehension.• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.• Have student paraphrase small but meaningful chunks of text, relating it to own experience.
<p>That's one small step for man, one giant leap for mankind.</p>	<p>That's one small / step for / man, one / giant leap for / mankind</p> <p>Reads aloud with poor phrasing</p>	<ul style="list-style-type: none">• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.• Relate text to student's personal experience to help student read with appropriate expression.
<p>The Moon is full tonight.</p>	<p>TheMoonisfulltonight</p> <p>Reads quickly, without comprehension</p>	<ul style="list-style-type: none">• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies.
<p>The Moon is Earth's only natural satellite.</p>	<p>?</p> <p>Gets stuck; is unable to use any strategies</p>	<ul style="list-style-type: none">• Ask questions to discover why student is stuck.• Suggest strategies and supply words.