

Grade 4: Module 1A: *Eagle Song*

Lesson 9: Chapter 8 and Themes of *Eagle Song*

Lesson Time: 60 Minutes



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GRADE 4: MODULE 1A: INDEPENDENT READING *EAGLE SONG*

Lesson 9: Chapter 8 and Themes of *Eagle Song*

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

- I can explain what a text says using specific details from the text. (RL.4.1)
- I can make inferences using specific details from the text. (RL.4.1)
- I can determine a theme of a story, drama, or poem from details in the text. (RL.4.2)
- I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)
- I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)
- I can effectively participate in a conversation with my peers and adults. (SL.4.1)

Supporting Learning Targets

- I can answer questions about the novel *Eagle Song* with specific details from the text.
- I can describe the main character, the setting, and events from *Eagle Song*.
- I can explain the themes of *Eagle Song*.
- I can use a variety of strategies to understand words from my reading.
- I can discuss answers to questions with my group and provide evidence to explain my ideas.

Ongoing Assessment

Homework: Tracking My Thinking, Chapter 8

- Observation of placement of evidence flags
- Answers to text-dependent questions
- Somebody In Wanted But So (SIWBS) recording forms

Agenda

Opening

- A. Review Learning Targets (5 minutes)
- B. Discussion of “She’:kon” (3 minutes)

Work Time

- A. Read-aloud and Text-Dependent Question: Chapter 8 of *Eagle Song* (10 minutes)
- B. Reviewing Chapter 8: Answering a Question (5 minutes)
- C. Somebody In Wanted But So in Triads (10 minutes)
- D. Whole Class Discussion: Theme (10 minutes)

Closing and Assessment

- A. New Anchor Charts: Themes of *Eagle Song* (8

Teaching Notes

- The closing of this lesson includes a new set of anchor charts: Themes in *Eagle Song*
- In advance: Prepare several pieces of chart paper to be theme anchor charts.
- In advance: Read Chapter 8 and review the text-dependent questions for this chapter (see supporting materials). Answers to the questions are provided for your convenience. Prepare a copy of the questions without answers to show on your document camera or board.

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minutes) B. Revisit Theme Learning Target (2 minutes) Homework	
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Lesson Vocabulary	Materials
theme, tossing, hymn	<ul style="list-style-type: none"> • <i>Eagle Song</i> (book; one per student) • Evidence flags • Somebody...In...Wanted...But...So Close Read recording form (two per student) • Themes in <i>Eagle Song</i> anchor charts (new; teacher-created; see Work Time D) • Index cards or half sheets of paper (one per student)

Opening	Meeting Students' Needs
A. Review Learning Targets (5 minutes) <ul style="list-style-type: none"> • Remind students that yesterday, they began to think about the advice Danny's father gave him, and how that related to the main message or central idea of the novel. • Point out that today there is a new learning target: "I can explain the theme of <i>Eagle Song</i>." Query the students to understand what they already know about theme, and if needed, offer that the theme is the central idea of a piece of literature. As they learned when they read <i>The Iroquois</i>, it is what a piece of literature is mostly about. Sometimes the authors of literature want readers to learn something about life from their work, so the theme can sound like a lesson, or moral. • Let students know that today they will finish <i>Eagle Song</i> and they will be thinking about the theme of the novel 	Consider providing nonlinguistic symbols (e.g., two people talking for <i>discuss</i> , a pen for <i>record</i> , a magnifying glass for <i>details</i> , a light bulb for <i>main idea</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year. Specifically, they can be used in directions and learning targets.
B. Discussion of "She':kon" (3 minutes) <ul style="list-style-type: none"> • Ask students to talk to a neighbor about Mr. Bigtree sending Danny off to school with the word "She':kon." Ask them to 	

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recall from Chapter 1 what this word means. (If necessary, direct them to page 14.) Ask them why the author might do this. Facilitate a brief class discussion.

Work Time	Meeting Students' Needs
<p>A. Read-aloud and Text-Dependent Question: Chapter 8 of Eagle Song (10 minutes)</p> <ul style="list-style-type: none"> Read aloud pages 76 to the break on page 79 ("The bell rang, calling them into school.") as students follow along in their text. Draw their attention to the lines: "Danny saw Brad and Tyrone on the playground. He took a deep breath and walked toward them." Ask: "What is the author showing the reader about Danny by choosing these words?" Ask students to Think-Pair-Share to answer this question, then invite the class to share their responses. Ask students to review the rest of their conversation, through the top of page 79. Ask: "What do these lines tell you about Danny's character? About Tyrone?" 	
<p>B. Reviewing Chapter 8: Answering a Question (5 minutes)</p> <ul style="list-style-type: none"> Ask the class to form their triads to compare their answers for the Chapter 8 question. Make sure they have specific evidence flagged to answer their questions. Ask a few to share their ideas with the whole class and collect their written work. 	
<p>C. Somebody In Wanted But So in Triads (10 minutes)</p> <ul style="list-style-type: none"> Project a copy of the Somebody In Wanted But So recording form on the document camera so all students can see it. Note how the last box of the recording asks them to think about the theme of the story. Today they are going to work in their triads to think about the central idea or theme of the whole story of <i>Eagle Song</i>. Distribute two copies of the Somebody In Wanted But So recording form to each student. Tell students the first <i>somebody</i> they should think and talk about is Mr. Bigtree. Students should discuss with their triad, then complete their own individual recording for. After students have worked with this idea, ask to hear their final statements. It is likely that they will provide statements that are more of a retelling of the Somebody In Wanted But So construct than a central idea. (For example, they might say: "Mr. Bigtree, in New York City, wanted work to take care of his family, but his son was unhappy, so he told him and his classmates about the Iroquois ways.") Push students toward the so: "why did the author show us these events and choices? What did he want us to learn?" Help students take that thinking one step further to a potential central message: "Stories from the past can help people make good decisions." Ask students to work in triads to complete the second copy of the recording form, with the <i>somebody</i> being Danny. 	Modeling provides a clear vision of the expectation for students.

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D. Whole Class Discussion: Theme (10 minutes) <ul style="list-style-type: none">• Ask triads to report out on their thinking from the last box of their Somebody In Wanted But So recording forms. Continue to probe students, so they move beyond summarizing the plot to talking about the so or theme of the novel.• As students share out their theme statements, begin new Themes in Eagle Song anchor charts. List one strong theme statement per chart.	
Closing and Assessment	Meeting Students' Needs
A. New Anchor Charts: Themes of <i>Eagle Song</i> (8 minutes) <ul style="list-style-type: none">• Ask students to continue to work in their triads and gather by one of the new themes in <i>Eagle Song</i> anchor charts. Ask them to add specific details from the novel that align with the theme statements. (For example, if students generated the theme “People should talk to each other about the problems they are having,” details that students might capture would be related to Danny talking about his problems with his father, how things were hard for Danny when he did not tell about the fight on the playground, and how Danny was brave enough to talk to Brad and Tyrone.)	A few students may benefit from having some premade “hint cards” available to them during this portion of the class. Hint cards are index cards with details that likely support the theme statements already written on them.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• None, unless students have not completed the novel or the previous Tracking My Thinking sheets. Students who have not done so should complete those as homework.	

Name:

Date:

Somebody...In...Wanted...But...So Close Read Recording Form

Capturing the Gist of a Story

You have completed reading the novel *Eagle Song*! Talk with your triad about the theme of the novel.
What is the central message or lesson the author wants you to learn?

Somebody.... <i>(character)</i>	
In... <i>(setting)</i>	
Wanted... <i>(motivation)</i>	
But... <i>(problem)</i>	
So... <i>(resolution)</i>	

Somebody...In...Wanted...But...So Close Read Recording Form

After thinking and talking more about this novel with your triad, NOW ask yourselves, “So what?”

Why did the author choose to show readers these events and choices? What did the author want us to learn?

Support your ideas with specific details from the text.
