

Grade 4: Module 1A: *Eagle Song*

Lesson 6: Revisit Chapter 5, Begin Chapter 6

Lesson Time: 15 Minutes

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can explain what a text says using specific details from the text. (RL.4.1)</p> <p>I can make inferences using specific details from the text. (RL.4.1)</p> <p>I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)</p> <p>I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)</p> <p>I can effectively participate in a conversation with my peers and adults. (SL.4.1)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can answer questions about Chapter 5 of <i>Eagle Song</i> with specific details from text. I can describe the main events of Chapter 5 and how Danny responds. 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. 	<ul style="list-style-type: none"> Homework: Tracking My Thinking, Chapter 5 handout Observation of placement of evidence flags Answers to text-dependent questions Direct observation of one or two triads at work

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening: Discussion of Homework Questions (10 minutes) Work Time: Introduction to Chapter 6 (5 minutes) Homework 	<ul style="list-style-type: none"> In this lesson, students work closely with Chapter 5. Chapter 6 is then assigned as homework. Note: Chapter 6, "Colors," references the reality of gang activity.

Lesson Vocabulary	Materials
crept, taunted, padded, familiar, administrative, jotted, blinding	<ul style="list-style-type: none"> <i>Eagle Song</i> (book; one per student) Homework: Tracking My Thinking, Chapter 7 of <i>Eagle Song</i> (one per student)

Opening	Meeting Students' Needs
<p>Discussion of Homework Question (10 minutes)</p> <ul style="list-style-type: none"> • Ask triads to share the first question they answered for homework about “The Longest Day.” Circulate to make sure that students are supporting their claims with evidence from the text. Call on triads. Look for answers that include the concrete length of the day, the sad way the day started out (his father gone and his mother so depressed), having to enter class late being anxious about how the class would react, the incident with Tyrone, and the fact he fell asleep at the nurses and stayed at school late. Ask student what kind of mood that the title of the chapter combined with the events creates. • Ask triads to flip back to page 56 and read as a class from the top of the page to the end of paragraph 5 (“The two boys turned and ran away.”) Ask students to take their answers to the second question and move to one corner of the room if they think Tyrone hit Danny on purpose, and the other corner if they think he did not hit Danny on purpose. Students who are unsure can gather in the center. • Direct the groups to form pairs, triads or groups of four (depending on the number of students) to compare evidence for their position. Ask each group of students to share the evidence. • After evidence has been presented, ask if anyone would like to move their position. Follow up with asking why. • Depending on where the class ends up, debrief the activity by letting students know that at some point we will come back to this conversation and things will be more clear as the book progresses. 	<ul style="list-style-type: none"> • as necessary, you may need to supplement understanding for “The Longest Day” with a brief overview of The Summer Solstice and how that happens. • .
Work time	Meeting Students' Needs
<p>Introduction to Chapter 6 (5 minutes)</p> <ul style="list-style-type: none"> • Read a quotation from https://nnidatabase.org/video/honoring-nations-oren-lyons-governing-our-way-brighter-future Lyons, Oren. "Governing Our Way to A Brighter Future." Honoring Nations symposium. Harvard Project on American Indian Economic Development, John F. Kennedy School of Government, Harvard University. Sante Fe, New Mexico. February 7, 2002. Presentation: <i>What is our identity? Our identity is our land. That's our identity, it's our land, it's our water, it's where we live, it's where we've lived for thousands of years and who knows how long.</i> • Tell the students that in chapter 6 we are going to be thinking about identity, and how there are many parts to someone's identity. As you read today, think about how each paragraph demonstrates something about identity. Read the first paragraph aloud, and ask students how that reflects Danny's identity? Look for them to connect back to the quote you just provided. Encourage them to continue thinking about this throughout the chapter. 	<ul style="list-style-type: none"> • If time permits and if students need the support, consider allowing students to do some of the reading in class for Chapter 6, working together whisper reading in pairs or triads
Homework	Meeting Students' Needs
<p>Ask students to complete reading Chapter 6 and answer the questions on the Homework: Tracking My Thinking,</p>	

handout. They should also use evidence flags to mark the specific areas in the book that support their answers.

Note: If you are concerned about your students completing the reading assignment at home, plan an additional reading period during the day. Students may whisper read, read independently, or read in small groups, depending on the composition of your class.