

## **Grade 4: Module 1A: *Eagle Song***

### **Lesson 8: Revisit Chapter 7, Begin Chapter 8**

Lesson Time: 37 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 determine the theme of a story or text. (RL.4.2)</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"> <li>I can answer questions about Chapter 7 of <i>Eagle Song</i> with specific details from text.</li> <li>I can describe the main character, the setting, and events from <i>Eagle Song</i>.</li> <li>I can use a variety of strategies to understand words from my reading.</li> <li>I can discuss answers to questions with my group and provide evidence to explain my ideas.</li> <li>I can explain the advice Danny's father gives him, and how that relates to the main message of the novel.</li> </ul>	<ul style="list-style-type: none"> <li><b>Learning Targets</b> reflection sheet</li> <li><b>Homework: Tracking My Thinking, Chapter 7</b> handout</li> <li>Observation of placement of evidence flags</li> <li>Answers to text-dependent questions</li> <li>Direct observation of one or two triads at work</li> </ul>

Agenda	Teaching Notes
<ol style="list-style-type: none"> <li><b>Opening</b> <ol style="list-style-type: none"> <li>Review Learning Targets (3 minutes)</li> </ol> </li> <li><b>Work Time</b> <ol style="list-style-type: none"> <li>Read-aloud and Text-Dependent Question: Chapter 7 of <i>Eagle Song</i> (10 minutes)</li> <li>Reviewing Text-Dependent Questions in Triads (15 minutes)</li> </ol> </li> <li><b>Closing and Assessment</b> <ol style="list-style-type: none"> <li>Independent Answer (2 minutes)</li> </ol> </li> <li><b>Homework</b></li> </ol>	<ul style="list-style-type: none"> <li>In advance: Read Chapter 7 and review the text-dependent questions for this chapter (see supporting materials).</li> <li>Students may not have time to answer all text-dependent questions; remind them that it is most important for them to discuss each question thoroughly and cite evidence.</li> <li>During the Closing and Assessment of this lesson, begin referring to the upcoming end of unit assessment, in which students will need to think and write independently about topics from <i>Eagle Song</i>.</li> </ul>

Lesson Vocabulary	Materials
swept, whipped, shivered, girders, wrenches, creased	<ul style="list-style-type: none"> <li><i>Eagle Song</i> (book; one per student)</li> <li>Evidence flags</li> <li>Homework: Tracking My Thinking, <i>Eagle Song</i> (one per student)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Review Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"> <li>Students have been working with a very similar set of learning targets for some time now, and hopefully they are starting to feel a sense of progress and development. Today, rather than having students read and discuss the learning targets, distribute the <b>Learning Targets Reflection</b> sheet found in lesson materials. This will help you get a sense of how individual students are processing the targets and if they feel they are making progress.</li> <li>Point out the one new target about <i>theme</i>. Tell students they will think about this more in their triad discussion later today.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>

Work Time	Meeting Students' Needs
<p><b>A. Read-aloud and Text-Dependent Questions: Chapter 7 of <i>Eagle Song</i> (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Read aloud the chapter title and page 65 to nearly the end of 68, ending with “She turned back to him,” as students follow along in their texts. As they listen, ask them to focus on words or descriptions and phrases that create a feeling in them. Consider modeling the first one.</li> <li>Ask students to review the reading and compile a list of words that were meant to create a feeling, and what feeling they created in the reader. Students can pair-share this with the class. Make a list using your document camera or interactive white board. Students likely will name some of the following: <ul style="list-style-type: none"> <li>tears = sadness; knock it out of the tree = danger; shout a warning = danger; dirty snow = sadness/darkness/unhappiness/cold; swept in or wind-whipped = cold; old man with long, skinny fingers = cold/creepy; Danny jumped = nervous; buzzing of a fly = worried; fist shoved in his stomach = fear</li> </ul> </li> <li>Ask: “Why would the author use so many words about sadness, worry, and fear in the beginning of the chapter?” Reinforce your students’ ideas, helping them understand the concept of mood and tone.</li> </ul>	<ul style="list-style-type: none"> <li>A few students might benefit from having the key ideas pre-highlighted in their books. Highlight or underline specific details in their books ahead of time. This will allow them success during the discussion with peers. Remove this scaffolding over time.</li> <li>Modeling provides a clear vision of the expectation for students.</li> </ul>

Work Time (continued)	Meeting Students' Needs
<p><b>B. Reviewing Text-Dependent Questions in Triads (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Reorient students to the final learning target: “I can explain the advice Danny’s father gives him, and how that relates to the main message of the novel.” Tell students that they are almost done with the novel, and that they probably are starting to have ideas about the main message or theme of the story. Encourage them, as they work with their triads today, to think about the advice Danny’s father is giving him, and about what Danny is learning.</li> <li>In triads, students should discuss the homework questions from Chapter 7, making sure that their answers are marked with evidence flags. Monitor this discussion, making sure all students are participating. During this time, sit with one or two triads to observe and record their progress and/or scaffold them more directly by asking questions and clarifying their understanding.</li> <li>Review and discuss the answers as a class, encouraging triads to build off of each other’s ideas. Revisit the paragraph about peace on page 74. Read aloud the chapter, or have a student read, when you review the answer to question 4, as it connects to the theme of the book mentioned in the first bullet.</li> </ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Independent Answer (2 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute <b>index cards</b> or <b>half sheets of paper</b>. Ask students to summarize the lessons that Danny has learned from his father in this chapter and why those lessons are important to the whole book. Collect the answers from students.</li> </ul>	<ul style="list-style-type: none"> <li>Some students may benefit from having a paragraph frame to support them when completing the answer to this question.</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Ask students to read the last chapter of <i>Eagle Song</i>, Chapter 8, and answer the question on the <b>Homework: Tracking My Thinking, <i>Eagle Song</i></b> handout. They should also use evidence flags to mark the specific areas in the book that support their answers.</li> </ul>	