

Grade 4: Module 1A: *Eagle Song*

Lesson 7: Revisit Chapter 6, Begin Chapter 7

Lesson Time: 20 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 6 of <i>Eagle Song</i> with specific details from text. I can describe the main events of Chapter 6 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 6 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 (10 minutes) Homework 	<ul style="list-style-type: none"> In this lesson, students work closely with Chapter 6. Chapter 7 is then assigned as homework.

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, <i>Eagle Song</i> (one per student)

Opening	Meeting Students' Needs
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<p>Discussion of Homework Question (10 minutes)</p> <ul style="list-style-type: none"> Form triads of student groups and ask them to discuss the homework questions. Review as a class, with a focus on identity. <ul style="list-style-type: none"> How do Will and Danny handle conflict differently in their schools? Look for answers that Danny has ignored the bullying, and Will has joined a gang. Students may also reference the opportunity for Danny’s family to be involved differently than Will’s. How does the author develop different meanings for the title of the chapter? Look for answers that include colors of a gang (note some explanation may be needed here) and the fact that Will also loves art and color, as evidenced when he shows Danny the art and shows his dreams for the future (page 64). Students may also point out that the beginning of the chapter is full of colorful description of Danny’s home in Brooklyn and on the reservation (page 59). How do those different meanings compare to each other? Look for answers that address the different aspects of Will’s character the violence of gangs vs. the beauty of art. What do those different meanings show us about Will’s and Danny’s identities? Look for answers that include the fact that colors are symbolic of dreams they have of the future as well places that are meaningful to them. 	
<p>Work time</p> <p>Diving Deeper into Chapter 6 (7 minutes)</p> <ul style="list-style-type: none"> Ask students if they have any questions at this point in time about the book. Use this opportunity to clear up misconceptions. Refer back to Chapter 6 page 61, and ask a student to read (or have students whisper read) the paragraph beginning with “Will eyed the swelling.” When students are finished reading, ask them why the author might include these thoughts in this chapter. What is the author’s intention for the reader here? Move students toward an understanding that the author is suggesting something for the reader through the thoughts of a character. <p>Introduce Chapter 7 (3 minutes)</p> <ul style="list-style-type: none"> Invite students to read Chapter 7 as homework, and answer the questions that accompany it. Introducing this chapter in greater detail takes away from the discovery process for the students, so leave it open. 	<p>Meeting Students’ Needs</p>
<p>Homework</p> <ul style="list-style-type: none"> Ask students to complete reading Chapter 7 and answer the questions on the Homework: Tracking My Thinking, handout. They should also use evidence flags to mark the specific areas in the book that support their answers. 	<p>Meeting Students’ Needs</p> <p>Consider providing additional time during the day for reading.</p>