

Grade 4: Module 1A: Unit 2: *Eagle Song*
Lesson 2: Revisit Chapter 1, Begin Chapter 2
Lesson Time: 25 minutes

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 describe a story's character, setting, or events using specific details from the text. (RL.4.3)
 I can recognize, interpret, and make connections in narratives to other texts, ideas, cultural perspectives, personal events, and situations. (RL.4.11)
 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 central conflict and important symbols in *Eagle Song* with specific details from text.
- I can “read on” and use what the text says to help me to determine what a word or phrase means.
- I can discuss answers to questions with my group and provide evidence to explain my ideas.

Ongoing Assessment

- Observation of placement of evidence flags
- Answers to text-dependent questions
- Direct observation of one or two triads

Agenda

- Opening**
 - Review Learning Targets (5 minutes)
- Work Time**
 - Review Chapter 1 (8 minutes)
 - Read-aloud and Text-Dependent Question: Pages 17-19 of *Eagle Song* (10 minutes)
 - Modeling the “Read On” Context Clue Strategy (5 minutes)
- Closing and Assessment**
 - Independent Answer (2 minutes)
- Homework**

Teaching Notes

- In advance: Read Chapter 2 and review the text-dependent questions (see supporting).
- Based on how groups functioned on the first day of reading the novel, you might modify groups at this time.
- Today, the “Read On” context clue strategy is formally introduced quite briefly. Students should already be somewhat familiar with this strategy, since it was informally modeled in many lessons earlier in this unit.

Lesson Vocabulary

Materials

symbol, gustoweh, rez/reservation, fragile, governing	<ul style="list-style-type: none"> • <i>Eagle Song</i> (book; one per student) • Evidence flags (sticky notes: the smallest size available or larger sizes cut into strips)—two baggies per student (one each for home and school) • Text-Dependent Questions for Chapter 2: “Gustoweh” • Homework: Tracking My Thinking, Chapter 2 of <i>Eagle Song</i> (one per student)
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Opening	Meeting Students’ Needs
<p>A. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to read learning targets chorally. Reinforce what a good job they did the day before answering questions using evidence—they are like evidence detectives! Review the Triad Talk anchor chart. If there were problems with triads the day before, reinforce what’s expected by modeling with student helpers. 	<ul style="list-style-type: none"> • Consider providing nonlinguistic symbols (e.g., two people talking for <i>discuss</i>, a pen for <i>record</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.

Work Time	Meeting Students’ Needs
<p>A. Review Chapter 1 (5 minutes)</p> <ul style="list-style-type: none"> • Place groups in triads and review answers to the questions in Chapter 1, paying particular attention to the last three questions, as the first two (and possibly four) were shared yesterday. • Check with students for additional questions and clarification before moving into Chapter 2 <p>B. Read-aloud and Text-Dependent Question: Pages 17–19 of <i>Eagle Song</i> (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to sit with their triad. Set up students with evidence flags as you did the day before. Reinforce this routine with students. • Read aloud from page 17 through page 19 as students follow along, stopping at the word <i>house</i>. Clarify the reference to <i>the rez</i>, or “reservation,” on which the family lived before moving to Brooklyn. • Display Tracking My Thinking: <i>Eagle Song</i> for Chapter 2: “Gustoweh.” • Read the first question (How does the excerpt below compare with Richard Bigtree’s explanation about where women fit in the Haudenosaunee Nation?) and the excerpt below it. Ask students to reread in their triads page 19 and answer the question. This can also be done as a class activity. • When students are finished, ask representatives from triads to share and discuss answers. 	<ul style="list-style-type: none"> • Modeling provides a clear vision of the expectation for students. • Some students may benefit from being given sentence starters for Think-Share.

- Assign the remaining reading for Chapter 2 and questions for homework.

Work Time (continued)	Meeting Students' Needs
<p>C. Modeling the “Read On” Context Clue Strategy (5 minutes)</p> <ul style="list-style-type: none"> • Continue reading aloud from end of page 19 to the word <i>fragile</i> on page 20. Stop and wonder: “<i>Fragile</i>. Hmm. That’s a word I have heard before, but I am not quite sure I know what it means. Do any of you all know what it means?” If students offer a good working definition, that’s fine, but do not just say: “That’s right, that’s what it means.” Ask the students who knew the definition to explain if anything in the text helped them decide that’s what <i>fragile</i> means. If they can’t explain, show students how they can use context clues to develop an understanding or check their initial idea of a word’s meaning. • Think aloud: “I am going to read what comes before this word and what comes after and see if I can figure out (or confirm) the meaning of <i>fragile</i>. First of all, Danny is holding a hard hat. I have seen those before at construction sites. People wear them to protect their heads. ‘But you be careful not to break it. That hard hat is real fragile!’ says Danny’s father. That makes me think that <i>fragile</i> might mean hard or tough, since hard hats are tough. I’d better read on though, to check. ‘You’re teasing me, Dad,’ says Danny. Danny’s dad teases him a lot. If he is teasing about the hard hat being fragile than it likely that fragile <i>doesn’t</i> mean it’s hard or tough. Fragile must mean something else. I am going to keep reading. ‘Didn’t you tell me a steel beam could fall on your hard hat and it wouldn’t scratch it?’ ‘That’s right, son.’ Aha! Danny tells his Dad that he knows his Dad is teasing because a hard hat is very tough. So fragile definitely means something else. Since Danny’s dad is teasing him and tells him not to break the hard hat, fragile must mean the opposite of hard and tough, like weak or easily broken. Reading on helped me think about the meaning of <i>fragile</i>.” • Quickly look up the word <i>fragile</i> in front of the students and confirm its meaning. Remind students that often they can figure out the meaning of unknown words by thinking about what came before the word and continuing to read after the word. 	<ul style="list-style-type: none"> • A few students might benefit from having evidence to questions pre-marked in the books. Highlight or underline specific details in their books ahead of time. This will allow them succeed during the discussion with peers. Remove this scaffolding over time.
Closing and Assessment	Meeting Students' Needs
<p>A. Independent Answer (2 minutes)</p> <ul style="list-style-type: none"> • Distribute index cards or half-sheets of paper. Ask students to select one question from the discussion for which they feel they have a complete answer. Ask students to write the answer to the question, using specific details from the text. 	<ul style="list-style-type: none"> • Some students may benefit from having a few sentence frames to complete during the Independent Answer.
Homework	Meeting Students' Needs

- Complete reading Chapter 2 and answer the questions on the **Homework: Tracking My Thinking, Chapter 2 of *Eagle Song*** packet. Use evidence flags to mark the specific areas in the book that support your answers.

Note: If you are concerned about students completing the reading assignment at home, plan an additional reading period during the day. Students likely to need additional support may pre-read this novel with support during intervention or other support periods. Pre-reading with support will allow students to spend class periods rereading and focusing on evidence.