

Grade 4: Module 1A: *Eagle Song*

Lesson 5: Revisit Chapter 4, Begin Chapter 5

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 material. (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 4 of <i>Eagle Song</i> with specific details from text. I can explain the main message of the story Danny's father tells the class. 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 4 handout Observation of placement of evidence flags Answers to text-dependent questions Observation of a few triads at work

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening Read- aloud (5 minutes) Work Time <ol style="list-style-type: none"> Review of Questions in Triads (7 minutes) Introducing Chapter 5 (3 minutes) Homework: Read and answer questions for Chapter 5 	<ul style="list-style-type: none"> In advance: Read Chapter 4 and review the text-dependent questions (see supporting materials). Two copies of the questions are provided: a blank to display for students, and one with answers for teacher reference.

Lesson Vocabulary	Materials
traditional, intercom, triumph, pirouette, ripple, escort, wampum, ancient, grinned, League, band together, partially, modeled, banish	<ul style="list-style-type: none"> <i>Eagle Song</i> (book; one per student) Evidence flags
Opening	Meeting Students' Needs
<p>Read-aloud: Chapter 4 of <i>Eagle Song</i> (5 minutes)</p> <ul style="list-style-type: none"> Read aloud pages 38 to 39, up to the word <i>relief</i>. 	<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>, a

Grade 4: Module 1A: Independent Reading Eagle Song
Review of Chapter 4 and Introduction to Chapter 5

<ul style="list-style-type: none"> Ask students to reread and focus their thinking on how Danny is feeling. Ask: “What is Danny feeling in this opening section of Chapter 4?” Prompt students who answer to provide evidence from the text to support their inferences. Check to see if students understand the word <i>intercom</i>. Reinforce the meaning of <i>inter-</i> (between) and connect <i>com-</i> to “communication.” An intercom provides communication <i>between</i> two places. Ask students to Think-Pair-Share about other words that start with <i>inter-</i>. Tell students that they will need to know two other words from today’s reading: <i>modeled</i> and <i>banish</i>. Tell students that when something is <i>modeled</i> after something else, that means the good qualities of the first thing are used to make the second thing (maybe put this on the board and provide an example). <i>Banish</i> means to cast out or send away. Students may note the root <i>ban</i>. 	<p>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.</p>
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Work Time	Meeting Students’ Needs
<p>A. Reviewing Questions in Triads (10 minutes)</p> <ul style="list-style-type: none"> Ask triads to discuss and answers from Chapter 4, using details from the text that they 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 the questions and clarifying their understanding. Have students share out their answers from Chapter 4 and discuss as a class <p>B. Introducing Chapter 5 (3 minutes)</p> <ul style="list-style-type: none"> Ask students to make a prediction about how the class will treat Danny, based on evidence from Chapter 4. Look at the title of Chapter 5 with the students. Does the title make anyone second guess their prediction? As the students read, tell them to be thinking about why this Chapter is called “The Longest Day.” 	<ul style="list-style-type: none"> 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 succeed during the discussion with peers. Remove this scaffolding over time. Modeling provides a clear vision of the expectation for students.

Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> Read Chapter 5 and answer the questions on the Homework: Tracking My Thinking, Chapter 5 of Eagle Song. Use evidence flags to mark the specific areas in the book that support your answers. <p><i>Note: If you are concerned about your students completing the reading assignment at home, plan an additional reading time during the day. Students likely to need additional support may pre-read this novel at home or during support periods.</i></p>	