

Grade 4: Module 1A: Unit 2: *Eagle Song*

Lesson 1: Introduction to *Eagle Song* and Chapter 1

Lesson Time: 45 minutes



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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 describe a story's character, setting, or events using specific details from the text. (RL.4.3)</p> <p>I can recognize, interpret, and make connections in narratives to other texts, ideas, cultural perspectives, personal events, and situations. (RL.4.11)</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 the main character, setting, and theme of <i>Eagle Song</i> with specific details from text. I can describe the main character and his family in <i>Eagle Song</i>. I can connect what I already know about the Iroquois to the ideas in the beginning of <i>Eagle Song</i>. I can discuss answers to questions with my group and provide evidence to explain my ideas. 	<p>Observe where students place their evidence flags</p> <p>Answers to text-dependent questions</p>
Agenda	Teaching Notes
<p>Opening</p> <p>A. Literature Learning Targets (5 minutes)</p> <p>Work Time</p> <p>A. Norms for Triad Talks (5 minutes)</p> <p>B. Read-aloud and Text-Dependent Question: Opening Pages of <i>Eagle Song</i> (15 minutes)</p> <p>C. Independent Reading: Pages 11-14 of <i>Eagle Song</i> (10 minutes)</p> <p>D. Answering Questions in Triads (8 minutes)</p> <p>Closing and Assessment</p> <p>A. Independent Answer (2 minutes)</p> <p>Homework</p>	<ul style="list-style-type: none"> This lesson launches a study of the novel <i>Eagle Song</i>. Students will be able to draw on the knowledge about the Iroquois that they have built during previous lessons to understand many of the cultural and historical references in this novel. This directly addresses RL.4.11. In advance: Read Chapter 1 and review the text-dependent questions (see Tracking my Thinking: <i>Eagle Song</i> packet). This lesson introduces a new small group structure: Triads Talk. These reading and discussion groups will be used throughout the study of <i>Eagle Song</i>. Be strategic in your grouping. Consider grouping students heterogeneously to provide examples of fluent readers.

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Lesson Vocabulary	Materials
traditional, literature, novel, character, setting, theme, realistic fiction, triad	<ul style="list-style-type: none"> <i>The Iroquois</i> (book, one per student) <i>Eagle Song</i> (book; one per student) Norms for Triad Talk Evidence flags (sticky notes: the smallest size available or larger sizes cut into strips)—two baggies of evidence flags (per student: one each for home and school) Index cards or half-sheets of paper Text-Dependent Questions for Chapter 1: She':Kon (one to display) Text-Dependent Questions for Chapter 1: She':Kon (answers for teacher reference) Homework: Tracking My Thinking, Chapter 1: She':Kon of <i>Eagle Song</i> (one per student)

Opening	Meeting Students' Needs
<p>A. Review Learning Targets (5 minutes)</p> <p><i>Note: This opening is intentionally short, as these concepts will be revisited throughout the lesson and in future lessons. It is fine if students have an incomplete understanding of the key terms during this initial exposure.</i></p> <ul style="list-style-type: none"> Talk with students about the learning targets for today—what do they notice? There are some new ideas there—character, setting, theme. Discuss the difference between informational text (sometimes called “nonfiction”) and realistic fiction. Briefly review the concepts of <i>character</i>, <i>setting</i>, and <i>theme</i> to support students in understanding the targets. Ask students to look through copies of <i>The Iroquois</i> and <i>Eagle Song</i> and notice at least three ways they are structurally similar and three ways they are different. Cold call students to report out. Point out that <i>Eagle Song</i> is a novel. Let students know they will be working on this novel in triads, or groups of three. Review the Triad Talk anchor chart. If there's time, model some of the expected behaviors with a student helper. 	<p>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. These symbols can be used throughout the year. Specifically, they can be used in directions and learning targets.</p>

Work Time	Meeting Students' Needs
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<p>A. Norms for Triad Talks (5 minutes) Place students in their triads (groups of three) and ask them to each read one of the Norms for Triad Talk.</p>	
<p>B. Read-aloud and Text-Dependent Questions: Opening Pages of <i>Eagle Song</i> (15 minutes)</p> <ul style="list-style-type: none"> Ask students if they remember what was said in the video about the role of the Mohawks in the Haudenosaunee Culture. (Keepers of the Eastern Door). You may want to replay that video as an opening for the lesson. Review the map from Unit 1 Lesson for the students to see where the original Mohawk lands were and are today. This map can also be helpful in locating the Akwesasne Reservation and Brooklyn, and noting the distance between the two places. Distribute students' texts: <i>Eagle Song</i>. Ask students to look at the cover of the book. What stands out? Look for descriptions of the boy, and the eagle in the background. Encourage students to think back to Unit 1 and recall how the eagle is a symbol to the Haudenosaunee, and what it's a symbol for. Students should also notice the subway stairs. Many students living outside of the NYC will not immediately know what those are and where they go to, so some scaffolding may be necessary. Ask students what the cover tells them about what the setting of the story may be. Hand out the Tracking My Thinking: <i>Eagle Song</i> packet. Explain to students that they are going to be using this packet in class and at home as they read the novel. Distribute a small pile of evidence flags to each triad of students. Students should follow along as you read the beginning few pages—page 7 through the end of the first paragraph on page 11. Invite students to think, then talk briefly with their triad, about what these first few pages are mostly about. Then, using your document camera or by placing the questions on the board, show Questions 1 and 2 from the handout: Tracking My Thinking: <i>Eagle Song</i> packet for Chapter 1: “She’:Kon” (see supporting materials). <ul style="list-style-type: none"> What misunderstandings do the children in Danny’s school have about the Haudenosaunee? How is life in Brooklyn different from life in Akwesasne? Give students 5 minutes to reread the section in their triads, flagging evidence for the answers to the first two questions. Instruct students to use the Triad Talk anchor chart to remind themselves about how to talk to each other while developing the answer to the question in their triad. Each person should mark the evidence in the book that supports their group’s answer by placing an evidence flag on the specific information that supports their answer. Remind students to also be practical in their use of evidence flags. If there are four pieces of evidence in one paragraph, it is not necessary to use four evidence flags. Ask a few groups to answer the questions and cite the evidence. If necessary, model by adding additional evidence to clarify and further support what students are saying. Discuss with students that as they read this novel, they are going to be paying special attention to the symbolism that the 	<p>Modeling provides a clear vision of the expectation for students.</p> <p>Some students may benefit from being given sentence starters for Think-Share in triads.</p>

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<p>author uses to support the themes in the story. Review the definition of theme and symbol, if necessary. Ask students to recall the purpose of a Thanksgiving Address. Tell them that the next paragraph they are going to read is a small excerpt from a Thanksgiving address that a Faithkeeper from the Onondaga, Oren Lyons, gave. Note that they will read (or have read) more about Oren Lyons in <i>The Iroquois</i>.</p> <ul style="list-style-type: none"> Read aloud, as a class, the quote from Oren Lyons on the Tracking my Thinking handout. To check for comprehension, review with the class why it's important to give thanksgiving for the birds. Tell students that as they read through the end of the first paragraph on page 13, they should be keeping this part of the Thanksgiving Address by Oren Lyons in the back of their minds. Praise groups using Triad Talk well. Tell students that they will be working in these groups each day, and remind them how discussing their thinking with others can help them understand hard text. 	
<p>C. Independent Reading: Pages 11–14 of <i>Eagle Song</i> (10 minutes)</p> <ul style="list-style-type: none"> Point out to students that each day as they study this novel, they will hear a small section read aloud and will discuss some sections with their triad. Remind them that one of their goals for this year is to be able to read increasingly challenging text independently. Tell them you will support them, and that they will almost always reread and discuss the text with others. Ask students to read quietly and independently from the third paragraph on page 10 to the end of the first paragraph on page 13. Students may mark the end of the reading with a tab if they want. If students finish reading before the allotted 10 minutes, they should quietly think about their answers to the posted questions and then begin to find evidence and mark it with their evidence flags, and answer the question in their guide. When students have finished reading and answering the questions, have them share with their triads and report out to class. 	<p>If students need to whisper read in pairs, allow them to do so. Group reading quietly is also an option if the class struggles with the text.</p>

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 their Triad Talk discussion for which they feel that they have a complete answer. Ask students to write the number of the question and their answer, using specific details from the text. 	<p>Some students may benefit from having a few sentence frames to complete during the Independent Answer.</p>

Homework	Meeting Students' Needs
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- Finish reading Chapter 1 and answer the questions on the **Tracking My Thinking** handout at the end of this lesson. Use evidence flags to mark the specific areas in the book that support your answer.

Note: If you are concerned about students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. All students should come to expect that they will use some of the “slushy time” during the day—right before or after lunch, during “down time” between other tasks, as they enter the classroom in the morning or just before dismissal—as time for reading the novel or independent reading. In addition, students likely to need additional support should 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.

**Norms for Triad Talk
(for teacher reference)**

Teacher Instructions: Write the following instructions on a chart paper so all students can see it for the remainder of the unit.

Norms for Triad Talk:

Each person must contribute to the discussion, but take turns talking. Ask each other: “Would you like to add to my idea?” or “Can you tell us what you’re thinking?”

Each person should show the others specific details from the text by pointing to specific page numbers, paragraphs, and lines. Say: “My evidence is here on page ____ in the ____ paragraph” and read the evidence aloud.

Ask questions so that you understand each other’s ideas. Say: “can you tell me more about that?” or “Can you say that another way?”