

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

**Lesson 4: Revisit Chapter 3, Begin Chapter 4**

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 and RI.4.1)</p> <p>I can make inferences using specific details from the text. (RL.4.1 and RI.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"> <li>I can explain the setting, characters, motivation, and conflict of <i>Eagle Song</i> using specific details from the text.</li> <li>I can collaborate with my peers and adults.</li> </ul>	<ul style="list-style-type: none"> <li>Homework: Tracking My Thinking, Chapter 4</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>Review of questions for Chapter 3 (10 minutes)</li> <li>Introduction to Chapter 4 (5 minutes)</li> </ol> </li> <li><b>Homework:</b> Closure and Preparation for Homework (2 minutes)</li> </ol>	<ul style="list-style-type: none"> <li>This lesson includes many options to gradually release responsibility to students for thinking about their novel <i>Eagle Song</i>.</li> </ul>

Lesson Vocabulary	Materials
<p>specially, matter, utter ruin, affect, confirmation, denote, indicate, approach; feud, console, condolence</p>	<ul style="list-style-type: none"> <li><i>Eagle Song</i> (book; one per student)</li> <li><b>Tracking my Thinking</b> handout</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Review Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to read the day's learning targets chorally and ask one or two students to discuss the meaning of <i>details</i> and <i>inference</i>.</li> </ul>	
Work Time	Meeting Students' Needs
<p><b>A. Using Evidence to Support our Claims (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask triads to collaborate to create a list of similarities between the two versions of the story of the Peacemaker, and discuss their answers to question 2 about how the author of <i>Eagle Song</i> changed the story. Call on representatives to share out, citing text where necessary.</li> <li>Refer students to the third question: Why does Danny feel that his class needs to hear this story? Ask triads to review their answers, citing specific text to support their claims. Call on students for answers, and ask students to use their books to locate the specific evidence from text that students use to support their claims. If students struggle with this, note that in addition to finding support at the end of Chapter 3, they may have to go back to pages 21-24 in Chapter 2.</li> <li>Ask student triads to refer back to pages 21-24, skimming for evidence for the answer to question 3. Share out with class.</li> <li>Discuss briefly with students that even though the book is divided into chapters, authors carry and develop ideas across chapters. Often the evidence you are looking for to support an idea, inference or claim can be found in previous chapters.</li> </ul> <p><b>B. Introduction to Chapter 4 (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Have students note the image from the dollar bill on their handout and discuss in their triads where else they have seen some of these symbols. (Look for the symbol of the eagle and the arrows.) Ask them to count the arrows. There are 13. Ask students if they know what 13 stands for and if they don't, tell them that there were 13 original colonies in the United States. If they don't make the connection, ask how the 13 arrows in this eagle's claw connect to the 5 arrows and the eagle on the tree of peace.</li> </ul>	
Homework	Meeting Students' Needs
<p><b>Preparation for Homework (2 minutes)</b></p> <ul style="list-style-type: none"> <li>As students read Chapter 4, direct them to be looking for evidence for how the author shows that the students are interested without ever actually stating "The students were interested." Tag these instances as you find them.</li> <li>Talk with students about how their homework is going. Remind them that reading and thinking at home helps their reading muscles get stronger.</li> </ul>	

- Complete reading Chapter 4. Answer the questions on the Homework: **Tracking My Thinking, Chapter 4 of *Eagle Song***. 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 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.*