

Grade 4: Module 1A: *Eagle Song*

Lesson 3: Revisit Chapter 2, Begin Chapter 3

Lesson Time: 35 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 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 compare and contrast two versions of the story about the Peacemaker. 	<ul style="list-style-type: none"> Student-created notes
Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Review Learning Targets (5 minutes) Review of Chapter 2 questions (10 minutes) Work Time <ol style="list-style-type: none"> Rereading "The Birth of the Haudenosaunee" (10 minutes) Beginning Chapter 3 of <i>Eagle Song</i> (10 minutes) Homework 	<ul style="list-style-type: none"> In advance: Read Chapter 3 and review the text-dependent questions from the packet. Reread "Birth of the Haudenosaunee" from Unit 1, and be aware of the similarities and differences. While the story of the Peacemaker in Chapter 3 has elements of the widely accepted Peacemaker story outlined in "Birth of the Haudenosaunee" from unit 1, it departs from the traditional story and combines it with elements from the story of creation, which is not the same story.

Lesson Vocabulary	Materials
compare, in common, contrast, different, mourned, wizardry, stalks, shelter, foretold, condolence, transform	<ul style="list-style-type: none"> <i>Eagle Song</i> (book; one per student) "The Birth of the Haudenosaunee" (from Unit 1) and notes

Opening	Meeting Students' Needs
<p>A. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Review the learning targets, being sure to discuss the word <i>compare</i> and the phrase <i>in common</i>. In addition, remind students about what they know about inferences from earlier in the module. 	<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

<p>B. Discussion of Chapter 2 (10 minutes)</p> <ul style="list-style-type: none"> • Be sure that students have their text <i>Eagle Song</i> in front of them. Ask students to follow along as you reread the excerpt about Gustowehs at the beginning of the questions. Ask students how eagle feathers are used differently than the other bird feathers on a Gustoweh. Knowing what we know about eagles and their symbolism for the Haudenosaunee, why might this be? Ask students to turn and talk with a partner, then call on several students for answers. • Ask students to work in triads to review questions 2 and 3 be prepared to share answers with the class. • Check for understanding as the students share out, and check to make sure they are citing evidence for their inferences from the text. Ensure that students recognize the symbolism of the eagle in Danny’s desire for the eagle to take him away, how it protects his father on the hard hat, and the comparison to the feathers in the Gustoweh. 	<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. Rereading of “The Birth of the Haudenosaunee” and notes (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to reread the first section of “The Birth of the Haudenosaunee” and reflect on their notes from Unit 1 about the story. They can do this in their triads or independently. <p>B. Beginning Chapter 3 of <i>Eagle Song</i>. (10 minutes)</p> <ul style="list-style-type: none"> • Tell students that in Chapter 3, they will read a different version of the story about the Peacemaker. Tell them that the version in the article and the version in <i>Eagle Song</i> have some things in common and some things that are different. • Set students up with at least 10 evidence flags, but tell them they are going to use them in a different way today. This time they are going to mark places where things in the version of the Peacemaker story in <i>Eagle Song</i> are in common or are different from “The Birth of the Haudenosaunee.” • Ask students to independently read pages 26 through 34, marking at least three things that are similar to “The Birth of the Haudenosaunee” and three things that are different. These notes will help them answer two of their questions for Chapter 3. • Tell students to go as far as they can in the time available. It is more important to think about the similarities and differences than it is to read all eight pages. They will have more time to finish Chapter 3 for homework. 	<ul style="list-style-type: none"> • Modeling provides a clear vision of the expectation for students.

Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> • Complete Chapter 3 and answer the questions in the guide Homework: Tracking My Thinking, Chapter 3 • <i>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 should pre-read this novel with support during support periods. Pre-reading with support will allow students to spend class periods rereading and focusing on evidence.</i> 	